DOCUMENT RESUME

ED 308 111 SO 019 956

AUTHOR	Parker, Franklin, Ed.; Parker, Betty June, Ed.
TITLE	American Dissertations on Foreign Education: A Bibliography with Abstracts. Volume XIX: Australia and New Zealand.
REPORT NO	ISBN-0-87875-341-9
PUB DATE	88
NOTE	334p.; For related documents, see ED 284 813, ED 294 797-798.
AVAILABLE FROM	Whitston Publishing Company, P.O. Box 958, Troy, NY 12181 ($30.00).
PUB TYPE	Books (010) -- Reference Materials - Bibliographies (131) -- Collected Works - Serials (022)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; *Doctoral Dissertations; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education
IDENTIFIERS	*Australia; Educational Information; Educational Issues; Educational Writing; *New Zealand

ABSTRACT

This book is an annotated bibliography of 171 doctoral dissertations completed at U.S., Canadian, and some European universities on all aspects and all levels of education in Australia and New Zealand. It is the nineteenth in a series which covers most world areas and major countries. Each entry contains the author's name; doctoral degree earned; title of dissertation; university or institution where completed; year of completion; source of annotation, abstract, or table of contents of dissertation; order number information from Xerox University Microfilms, Inc., Ann Arbor, Michigan; and an abstract, annotation, or table of contents of the dissertation. A detailed subject index is included. (GEA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED308111

SO 019956

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

FRANKLIN PARKER

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

American Dissertations
on
Foreign Education
A Bibliography with Abstracts

edited by

Franklin Parker

and

Betty June Parker

Volume XIX

Australia and New Zealand

The Whitston Publishing Company
Troy, New York
1988

Copyright 1988
Franklin Parker and Betty June Parker

Library of Congress Catalog Card Number 73-155724

ISBN 0-87875-341-9

Printed in the United States of America

To Ernest R. Goeres and Sharon Goeres,
West Virginia University, Morgantown.

PREFACE

This is the nineteenth volume of abstracts in the series, AMERICAN DISSERTATIONS ON FOREIGN EDUCATION, compiled and edited by Franklin Parker, Distinguished Professor, Northern Arizona University, Flagstaff, and Betty June Parker, who form a research and writing team. Volumes thus far in the series, all published by the Whitston Publishing Company, include:

Volume I: Canada (1971, 175 pp.)
Volume II: India (1972, 246 pp.)
Volume III: Japan (1972, 173 pp.)
Volume IV: Africa (1973, 508 pp.)
Volume V: Scandinavia: Denmark, Finland, Greenland, Iceland, Norway, Sweden (1974, 250 pp.)
Volume VI: China: People's Republic of China (Mainland), Republic of China (Taiwan), Hong Kong, Far East (1975, Parts 1 and 2, 969 pp.)
Volume VII: Korea (1976, 242 pp.)
Volume VIII: Mexico (1976, 456 pp.)
Volume IX: South America (1977, 710 pp.)
Volume X: Central America, West Indies, Caribbean, and Latin America (General) (1979, 620 pp.)
Volume XI: Pakistan and Bangladesh (1980, 360 pp.)
Volume XII: Iran and Iraq (1980, 412 pp.)
Volume XIII: Israel (1980, 448 pp.)
Volume XIV: Middle East: Arab Education, Bahrain, Jordan, Kuwait, Lebanon, Saudi Arabia, Syria (1981, 468 pp.)
Volume XV: Thailand (1983, 929 pp.)
Volume XVI: Asia: South and Southeast (General): Afghanistan, Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, Nepal, Singapore, Sri Lanka (Ceylon), Vietnam (North and South)(1985, 877 pp.)

Volume XVII: Pacific: Pacific: American Samoa, Fiji, Guam, Melanesia, Micronesia, Papua New Guinea, Ryukyu Islands, Solomon Islands, Tonga, Trust Territory of the Pacific Islands, Tubuai (French Polynesia), Western Samoa, 1986, 108 pp.)
Volume XVIII: Philippines (1986, Parts 1 and 2, 1062 pp.)

The editors attempted to examine and abstract all locatable doctoral dissertations completed in the United States, Canada, and some European countries. The dissertations included bear significantly on public and private education at all school levels and on all school subjects. They deal with the work and influence of educational, scientific, and cultural agencies, individuals, and movements. Some dissertations which deal only marginally with education and learning are included when they seem to be of special relevance.

DISSERTATION ABSTRACTS INTERNATIONAL officials have graciously given permission to use abstracts from that source. Thanks are also due to the many university reference and interlibrary loan librarians who made dissertations available for study, and particularly to the many dissertation writers and their families who generously aided the editors in securing and correcting bibliographical data, abstracts, summaries, or tables of contents.

The expanded list of "Sources: Abbreviations Used in the Series" indicates part of the wide range of sources examined. Also examined were the over 100 subject pamphlets listing dissertations issued by Xerox University Microfilms, Inc. World coverage, in progress, includes the following countries and areas:

British Isles: Eire, England, Northern Ireland, Scotland, Wales

Educators (Worldwide): Lives and Influence

Europe (Eastern): Albania, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, Yugoslavia

Europe (General)

France

Germany (West and East) and Austria

Greece

International and Comparative Education

International Students (Other Nationals in U.S.A., Canada, Other Countries)

Italy

Low Countries: Belgium, Luxembourg, Netherlands

Spain and Portugal

Switzerland

Turkey and Cyprus

Union of Soviet Socialist Republics (USSR)

U.S.A. Schools Abroad

Women's Education: Worldwide

Franklin and Betty June Parker
Northern Arizona University
Flagstaff, AZ 86011-0004

TABLE OF CONTENTS

Preface vi
Table of Contents ix
Sources: Abbreviations Used in the Series x
List of Authors xiii
Bibliography 1
Index 279

SOURCES: ABBREVIATIONS USED IN THE SERIES

CDI	Xerox University Microfilms, COMPREHENSIVE DISSERTATION INDEX (1861-1972). Ann Arbor, MI 48106: Xerox University Microfilms, 1973. A 37-volume subject and author index to over 417,000 doctoral dissertations accepted by U. S. colleges and universities and some foreign institutions. Also see CDI annual Supplements since 1973.
Cordasco & Covello	Francesco Cordasco and Leonard Covello, EDUCATIONAL SOCIOLOGY: A SUBJECT INDEX OF DOCTORAL DISSERTATIONS COMPLETED AT AMERICAN UNIVERSITIES, 1941-1963. New York: The Scarecrow Press, 1965.
Cruger	Doris M. Cruger (compiler), A LIST OF AMERICAN DOCTORAL DISSERTATIONS ON AFRICA (COVERING 1961/62 THROUGH 1964/65), FRANCE (COVERING 1933/34 THROUGH 1964/65), ITALY (COVERING 1933/34 THROUGH 1964/65). Ann Arbor, MI.: University Microfilm Library Service, 1967
DAI	DISSERTATION ABSTRACTS INTERNATIONAL: Microfilm and/or xeroxed copy may be purchased by Xerox University Microfilm Order Number (use XUM Order No.) from Xerox University Microfilms, Inc., Ann Arbor, MI 48106, or phone toll free: 1-800-521-3042. Chronology: MICROFILM ABSTRACTS, Volumes I-XI (1938-51); continued as DISSERTATION ABSTRACTS, Volumes XII-XXVI (1952-June, 1966); continued as DISSERTATION ABSTRACTS A: The Humanities and Social Sciences, and B: The Sciences and Engineering, Volumes XXVII-XXIX (July, 1966-June, 1969); continued as DISSERTATION ABSTRACTS INTERNATIONAL, Volume XXX- (July, 1969-), A and B as above.
Dessick	Jesse J. Dossick, DOCTORAL RESEARCH ON

Dossick	Jesse J. Dossick, DOCTORAL RESEARCH ON RUSSIA AND THE SOVIET UNION. New York: New York University Press, 1960.
Eells	Walter Crosby Eells, AMERICAN DISSERTATIONS ON FOREIGN EDUCATION. Washington, DC: National Education Association, 1959.
GPCFT CONTRIBUTIONS	George Peabody College for Teachers, CONTRIBUTIONS TO EDUCATION. New York: Reprinted by AMS Press, Inc., 1972.
Gordon & Shulman	Leonard H. D. Gordon and Frank J. Shulman (compilers and editors), DOCTORAL DISSERTATIONS ON CHINA; A BIBLIOGRAPHY OF STUDIES IN WESTERN LANGUAGES, 1945-1970. Seattle: University of Washington Press for the Association for Asian Studies, 1972.
Kuehl	Warren F. Kuehl, DISSERTATIONS IN HISTORY. Lexington: University of Kentucky Press, Volumes I, 1965; II, 1972.
Parker	Franklin Parker, LATIN AMERICAN EDUCATION RESEARCH: AN ANNOTATED BIBLIOGRAPHY OF 269 UNITED STATES DOCTORAL DISSERTATIONS. Austin: University of Texas Institute of Latin American Studies, 1964.
Selim	George Dimitri Selim, AMERICAN DOCTORAL DISSERTATIONS ON THE ARAB WORLD. Washington, DC: Library of Congress, 1970.
Shulman-ASIA	Frank J. Shulman (compiler and editor), DOCTORAL DISSERTATIONS ON SOUTH ASIA 1966-1970; AN ANNOTATED BIBLIOGRAPHY COVERING NORTH AMERICA, EUROPE, AND AUSTRALIA. Ann Arbor: Center for South and Southeast Asian Studies, University of Michigan, 1971.
Shulman-CHINA	Frank J. Shulman (compiler and editor), DOCTORAL DISSERTATIONS ON CHINA,

	1971-1975; A BIBLIOGRAPHY OF STUDIES IN WESTERN LANGUAGES. Seattle: University of Washington Press, 1978.
Stucki	Curtis W. Stucki, AMERICAN DOCTORAL DISSERTATIONS ON ASIA, 1933-1962, INCLUDING APPENDIX OF MASTER'S THESES AT CORNELL UNIVERSITY. Ithaca, NY: Cornell University Department of Asian Studies, 1963.
TCCU CONTRIBUTIONS	Teachers College, Columbia University, CONTRIBUTIONS TO EDUCATION. New York: Reprinted by AMS Press, Inc., 1972.
TCCU DIGESTS	Teachers College, Columbia University, DIGESTS OF DISSERTATIONS. New York: Teachers College Library Reference Room.
UC, Berkeley	University of California, Berkeley, Library.

LIST OF AUTHORS

Page

1. ABU-SAAD, Huda................. Australia, New Zealand.... 1
2. ALDERMAN, Belle Yarbrough...... Australia................. 2
3. ALEXANDER, Robert Ritchie...... New Zealand............... 3
4. ALIPRANDI, William Bernard..... Australia................. 4
5. ALLSOP, Joan Winifred.......... Australia................. 7
6. APPLETON, Lilla Estelle........ Australia................. 8
7. BAKER, Eleanor Zuckerman....... Australia................. 9
8. BALSON, Maurice................ Australia................. 10
9. BARKER, Lindsay John........... Australia................. 13
10. BEARE, Hedley.................. Australia................. 15
11. BIDDLE, Ellen Horgan........... Australia................. 15
12. BLAKE, Anthony John Dyson...... Australia................. 17
13. BOOTH, Edward Oliver........... Australia................. 19
14. BOVELL, Robert Roland.......... Australia................. 20
15. BOYLE, Gregory John............ Australia................. 22
16. BRAYSICH, Joseph Micheil....... Australia................. 22
17. BRENNAN, Mary Berry............ Australia................. 24
18. BROADHURST, Norman Arthur...... Australia................. 26
19. BROCKLEY, Barry Phillip........ Australia................. 28
20. BROWN-PARKER, Judith Wendy..... Australia................. 29
21. BURKE, Kevin James............. Australia................. 30
22. CAMPBELL, Deborah.............. Australia................. 31
23. CHANG, Li-Chu.................. New Zealand............... 32
24. CHIANG, Thomas Hsiang-hsi...... Australia................. 33

25. COHEN, David.................... Australia................. 34
26. COMTE, Martin Milton........... Australia................. 36
27. COOK, Brian Desmond............ Australia................. 37
28. COOK, Philip Halford........... Australia................. 38
29. COONEY, Rosemary Santana....... Australia, New Zealand.... 40
30. COVELLO, Vincent T............. Australia................. 41
31. CRAMER, John Francis........... Australia................. 43
32. DALE, William Sydney John...... New Zealand............... 45
33. DALY, John Alfred.............. Australia................. 47
34. DANIEL, Anne Emily............. Australia................. 48
35. DE VAHL DAVIS, Vivianne........ Australia................. 50
36. DEVINE, Lester Donald.......... Australia, New Zealand.... 52
37. DONALDSON, Beryl Anne.......... Australia................. 53
38. DOUGHERTY, Edward James........ Australia................. 54
39. DOYLE, Kenneth James........... Australia................. 55
40. DUFTY, David Geoffrey.......... Australia................. 58
41. DUNCAN, Ernest Rowland......... New Zealand............... 60
42. DUNN, John Gilding............. Australia................. 61
43. EKOVICH, Steven Rudy........... Australia................. 63
44. ELLIOTT, Michael John.......... Australia................. 63
45. EVANS, Kenneth Williams........ Australia................. 64
46. EWENS, Wilfrid Wallace......... Australia................. 65
47. EYERS, Vivian George........... Australia................. 67
48. FAHY, Patrick Stephen.......... Australia................. 69
49. FARQUHAR, Reginald Noel........ Australia................. 71
50. FIALA, Oliver Oldrich.......... Australia................. 72

51. FITZGERALD, Thomas Kay......... New Zealand............... 74

52. FITZSIMMONS, Brian Arthur...... Australia................. 76

53. FLINT, Joseph Rex.............. Australia................. 77

54. FLYNN, Peter Francis........... Australia................. 78

55. FRANCIS, Barbara Richardson.... New Zealand............... 79

56. FRANKCOMBE, Brian James........ Australia................. 81

57. GIBBS, Geoffrey George......... Australia................. 84

58. GILL, Mohinder Singh........... Australia................. 85

59. GILLETT, Margaret.............. Australia................. 87

60. GLOGER, Maxwell T.............. Australia, New Zealand.... 89

61. GLOVER, Brian Hugh............. Australia................. 91

62. GOODALL, Richard Leslie........ Australia................. 92

63. GORDON, Les McKenzie James..... Australia................. 93

64. GRANT, William Watson.......... Australia................. 96

65. GRIFFITHS, Kevin Raymond....... Australia................. 97

66. HAINES, Gregory John........... Australia................. 99

67. HARDEE, Joseph Gilbert......... Australia................. 100

68. HARRIS, Stephen George......... Australia................. 102

69. HEPWORTH, Tom Stanley.......... Australia................. 104

70. HOLM, Neil..................... Australia................. 109

71. HOOK, Milton Raymond........... Australia................. 111

72. HORROCKS, Norman............... Australia................. 112

73. HOUGH, Michael John............ Australia................. 113

74. HOWIESON, Noel Dolores......... Australia................. 114

75. HULL, William Henry Nelles..... Australia................. 115

76. INTASUWAN, Pachongchit......... Australia................. 117

77. ISAACS, Eva Rahelle........... Australia................. 119
78. JACK, Homer Alexander.......... Australia, New Zealand.... 121
79. JECKS, Douglas Alan........... Australia................. 124
80. JOHNSON, Muriel R.............. New Zealand............... 126
81. JONES, Margaret Annette........ Australia................. 127
82. JONES, Warren Bruce............ Australia................. 129
83. KANSKY, Robert James........... Australia................. 130
84. KERR, Ian Alexander............ Australia................. 132
85. KEULEMANS, Tony................ Australia................. 133
86. KEYS, George Eric Maxwell...... Australia................. 135
87. KIME, James Richard............ Australia................. 135
88. KINGSLAND, Sharon Elizabeth.... Australia................. 136
89. KUSSEROW, Tebb................. Australia................. 137
90. LARSON, John Richard........... Australia................. 139
91. LAWSON, Royston John........... Australia................. 142
92. LEWIS, Ruth Benella............ Australia................. 144
93. LONEY, Roderick Nicholas Alfred.................. Australia, New Zealand.... 146
94. MCCLOUGHAN, Evelyn............. Australia................. 147
95. MCDOWELL, Ernest Gordon........ Australia................. 149
96. MACKENZIE, Thomas Findlay...... Australia................. 151
97. MACKEY, John................... New Zealand............... 155
98. MCLAREN, John David............ Australia................. 157
99. MADDERN, Dennis James.......... Australia................. 158
100. MAHON, James M................. Australia................. 158
101. MAMMAN, Stanley Adamu.......... Australia................. 159

102. MARSH, Colin James............ Australia................. 160
103. MASON, Milton Lewis........... Australia................. 162
104. MAZZAROLI, Louise Anne........ Australia................. 165
105. MERCURIO, Joseph Anthony, Jr.. New Zealand............... 167
106. METCALF, John Wardell......... New Zealand............... 168
107. MEYER, Raymond Edward......... Australia................. 169
108. MONK, Janice Jones............ Australia................. 171
109. MOTTERSHEAD, Noel Francis..... Australia, New Zealand.... 173
110. MULLINS, William Allan........ Australia................. 174
111. MURRAY, Noreen Stewart........ New Zealand............... 175
112. MURTAGH, Edward Joseph........ Australia................. 182
113. NADEL, George H............... Australia................. 184
114. NEAL, Walter Douglas.......... Australia................. 184
115. NIEDERHOLZER, Robert C........ New Zealand............... 186
116. O'COLLINS, Ellen Maev......... Australia................. 187
117. ORR, Geoffrey Michael......... Australia................. 189
118. PARTINGTON, Gary Pearce....... Australia................. 190
119. POSTON-ANDERSON, Barbara Joy.. Australia................. 191
120. POULTER, Maxwell William...... Australia................. 193
121. PRIDEAUX, Geoffrey J.......... Australia................. 194
122. PRINT, Murray Norman.......... Australia................. 195
123. PUSEY, Michael Reginald....... Australia................. 197
124. RAYNER, Samuel Alan........... Australia................. 197
125. ROBINSON, Graham Harvey....... New Zealand............... 198
126. ROBINSON, Harold C. S......... Australia................. 200
127. ROCHESTER, Maxine Kathryn..... New Zealand............... 201

128. ROMANOV, Patricia Singleton... New Zealand............... 204
129. RONAN, Malcolm James.......... Australia................. 205
130. ROSENHAIN, Geoffrey........... Australia................. 208
131. ROSETH, Naomi................. Australia................. 210
132. ROULSTON, John Frank Clement.. Australia................. 212
133. ROUTH, Charles Joseph......... New Zealand............... 214
134. RUBENSTEIN, Colin Lewis....... Australia................. 217
135. RUMSEY, Catherine Naomi....... Australia................. 218
136. SAHA, Lawrence James.......... Australia................. 219
137. SAVILLE, Margaret Rose........ Australia................. 220
138. SCHULLER, Charles Richard..... Australia................. 222
139. SCOTT, Harold Ivan............ Australia................. 224
140. SEMPLE, Stuart Ward........... Australia................. 225
141. SHARPE, Fenton George......... Australia................. 231
142. SIMON, Douglas Walter......... Australia................. 233
143. SMITH, Arthur Richard......... Australia................. 236
144. SMITH, Ian Cornish............ Australia................. 237
145. SMITH, Virgil Jackson......... Australia................. 238
146. STEVENS, Robin Sydney......... Australia................. 239
147. STRINGER, Ernest Thomas....... Australia................. 240
148. SYKES, Roberta B.............. Australia................. 241
149. TANNOCK, Peter Darcy.......... Australia................. 242
150. THOMPSON, Roy Harold.......... Australia................. 244
151. TIERNEY, Robert James......... Australia................. 245
152. TODD, Arthur James............ Australia, New Zealand.... 247
153. TOMKINS, George Strong........ Australia................. 250

154. TREYVAUD, Edmund Rodolphe..... Australia................. 251
155. TWOMEY, Alan Thomas........... Australia................. 254
156. WAGEMAKER, Hans............... New Zealand............... 255
157. WALKER, William George........ Australia................. 257
158. WASSON, Robyn Frances......... Australia................. 259
159. WATKIN, Baron Charles......... Australia................. 259
160. WATSON, Jane Marie............ Australia................. 260
161. WEARING, Betsy May............ Australia................. 261
162. WEIR, Pamila Jo............... Australia................. 262
163. WELSH, Thomas J............... Australia................. 264
164. WENZELL, Victor Porter Allen.. New Zealand............... 265
165. WESTERMAN, Wilfred Alan....... Australia, New Zealand.... 267
166. WHEEN, George Alfred.......... Australia................. 269
167. WHITE, Ruth Hilary............ Australia................. 270
168. WHITFORD, Richard Leslie...... Australia................. 272
169. WOLLE, Helen Osbey............ New Zealand............... 274
170. WRIGHT, Clifford John......... Australia................. 275
171. WYETH, Ezra Robert Harding.... Australia................. 276

A

1. ABU-SAAD, Huda (Ph. D.). "Nursing: A World View." University of Florida, 1977. 435 pp. Source: DAI, XXXVIII, 11B (May, 1978), 5277-B-5278-B. XUM Order No. 7806666.

A world view of nursing that can be employed in the international orientation of nurses is long overdue. Nurses are demanding a wider knowledge of health conditions, educational systems, and nursing practices throughout the world. This study examines the stages of development of the nursing profession and the different roles that nurses take throughout the world.

Thirty-three countries are included in this study; namely, England, Ireland, Germany, Holland, France, Italy, Greece, Northern Europe, Yugoslavia, Russia, Canada, the United States of America, Brazil, Colombia, Cuba, Mexico, Lebanon, Israel, Iran, India, Japan, China, Taiwan, South Africa, Ghana, Nigeria, Rhodesia, Egypt, Morocco, Algeria, Ethiopia, Australia, and New Zealand. For each of these countries the development of nursing as a profession is traced and the status of nursing education and nursing practice explained.

Information was gained from the ministries of health of the respective countries, the World Health Organization, and the International Council of Nurses. Besides English references, articles in French, Dutch, German, Italian, Spanish and Greek were used.

The study is divided into nine parts: Part I gives an overview; Part II traces the origins of the profession; Parts III through VIII discuss nursing in Europe, America, Asia, Africa, Australia, and New Zealand; Part IX predicts the future of nursing; and Part X summarizes nursing from early to present times and uses tables and illustrations to bring out worldwide movements that have contributed to the development of nursing such as the spread of the modern nursing system, wars and political systems, the feminist movement, the social structure of societies, the contributions of international organizations such as the Red Cross and the World Health Organization, and the trend for higher education for nurses.

This study may be used by nurses, nurse educators, student nurses, scholars in and outside nursing, and others interested in the availability of health manpower throughout the world.

2. ALDERMAN, Belle Yarbrough (D. L. S.). "Setting in Australian Children's Novels." Columbia University, 1984. 365 pp. Source: DAI, XLV, 10A (April, 1985), 3128-A. XUM Order No. DA8427340.

The Australian setting dominates the ethos of its human inhabitants and equally its literature for children. The literary element setting in a select group of Australian major and minor children's writers is examined through a conceptual framework developed from three areas:

1. Literary critics and theorists.
2. The bush tradition as examined by Australian literary critics, historians and sociologists.
3. North American and Canadian regionalism.

As well, the novels' style and particularly figurative language and the authors' personal reflections and biographical data relative to the settings are portrayed and examined.

Setting is explored in five patterns:

1. Setting as a way of life, presenting specific descriptions of life in a particular locale or within a particular cultural or historical milieu.
2. Setting as determinant, exerting physical and social control over the life of the region.
3. Setting as a catalyst for character change, developing characters, usually through an environmental catastrophe.

4. Setting as metaphor, exploring metaphorical relationships between aspects of setting and humans.

5. Setting as mythology and tradition, exploring the traditions and myths concerning the environment.

The novels examined reinforce the bush tradition's typical and admired image of the Australian as courageous, strong, enduring and resourceful. As well, the traditional view of the bush as both romantic and deterministic is upheld along with its accompanying philosophies of fatalism, stoicism, mateship and an ironic sense of humor. Rural life is viewed as offering a physical and spiritual salvation not possible within civilization.

Many of the authors' birthplaces and childhood environments provide the impetus for their novels, with such settings rendered in verisimilitude, recreated in essence or symbolized to express a deeply felt concern for the land. All authors ultimately are concerned with humans' relationship to the Australian land and promote an affinity with humans' relationship to the Australian land and promote an affinity with the land as providing a natural harmony.

3. ALEXANDER, Robert Ritchie (Ph. D.). "Integration in New Zealand and the Part Played by Education." University of Minnesota, 1965. 393 pp. Source: DAI, XXVIII, 2A (August, 1967), 385-A. XUM Order No. 66-12,258.

Many believe that the Maori (of Polynesian and Melanesian descent) came to New Zealand from Hawaiki (possibly the Society Islands); once here they absorbed the Tois of an earlier migration, and settled down to fishing, hunting and planting kumeras. They lived on a tribal and communal basis rather than as family units. Chieftainship or leadership counted for a great deal and the marae became the focal point for all decision making either for peace or for war. Next to the Chief were the religious leaders or Tohungas. They exerted their great influence through various forms of sanctions and Tapu.

The first European contacts were traders or missionaries who influenced the physical and biological environment of the Maori. Symbiotic rather than social changes were established. However, through missionary indoctrination and education, the decay of tribal society was hastened. Chiefs lost their Mana or prestige and their people changed many of their old customs and beliefs for a few new ones.

With the early settlers came the beginnings of agriculture and modern New Zealand economy. In 1840 New Zealand was annexed to the Crown and both Maori and Pakeha obtained legal equality. Social and economic equality could arise out of goodwill on the part of both parties along with education and special assistance, financial and otherwise, to assist the Maori to fit into a European society. However, assimilation did not take place and so national movements arose. In 1850 Governor Grey emphasized peaceful coexistence. A Government Native Department was created and education was open to both Maori and Pakeha.

Still the Maoris were jealous of European encroachment on their land and they realized that their strength would lie in unity rather than inter-tribal warfare, so we have the beginnings of the King Movement. All we can say about Maori-Pakeha assimilation so far was that there was a type of acculturation which had not basically affected the deeper layers of personality of the Maori people. Conflicting interests and misunderstandings finally resulted in the Maori wars of the period 1850-1860.

The Government assisted the missionaries in seriously tackling the problem of educating the Maori. Te Aute College had as its chief aim the training of leaders for the Maori people. To some extent this was British educational policy in India. These leaders, often of mixed ancestry, became the Marginal Men, who were best able to interpret both cultures. Diffusion of European culture resulted in the adoption of some of the techniques of European civilization. So changes in the habits and overt behavior of the Maori resulted, though few acquired values and sentiments of the Europeans. The Maori population, meanwhile, had declined from 200,000 to only 40,000. It was the Te Aute College trained leaders and men of vision who formed themselves into the Young Maori Party and went out to their people and gave them a new zest for living and a new pride in their race. Since disease had wiped out many, they taught them more hygienic ways of living.

In education it was the government policy to build elementary and secondary schools for both races. In rural areas where the Maori people predominated, the elementary school became the focal point of community life, and among larger settlements, the district high school. The schools were open to both races although some segregation did take place. Gradually the district high schools are being converted into multilateral secondary schools catering to both races.

Robert Ritchie Alexander

The young Maori of today, due to education and economic opportunity, seeks work in the cities and has the problem of adapting himself to an entirely new environment. Few Maoris remain of pure racial lineage; most are a mixture of Polynesian-European types. In the not too distant future, there will be but one group of people called New Zealanders.

4. ALIPRANDI, William Bernard (Ed. D.). "God and Mammon: The Catholic Church And Commercial Broadcasting In Australia." Cornell University, 1974. 102 pp. Source: DAI, XXXIV, 12A, Part 1 (June, 1974), 7506-A. XUM Order No. 74-13,733.

The study focuses on interactions between the Catholic Church and commercial radio and television stations in Australia. It analyzes the Church's work in supplying religious matter for broadcast and its work in media education. It does this by comparing the attitudes of bishops and diocesan directors, who are the Church's agents, and managers of commercial radio and television stations to eight concepts considered of interest to both systems. The concepts evaluated were:

1. Broadcasting in General
2. Catholic Broadcasting
3. My Work in Broadcasting
4. Bishops' Support
5. Station Managers' Support
6. Training of the Clergy
7. The Future of Catholic Broadcasting
8. Media Education

A general systems rationale was used which focused on attitudes of those persons whose roles overlap in the production of religious material and in media education. This was an analytical study seeking to identify the Church's current work vis-à-vis the commercial broadcasting industry.

The investigation was carried out in Australia by the author from January through June 1973. The data were gathered from 203 respondents through personal interviews using a structured instrument. The attitudes of bishops, station managers and diocesan directors were measured by semantic differential scales. Since these respondents comprised the entire universe, no sampling was required. One hundred and eleven responses from radio stations, 44 from television stations, 27 from diocesan directors and 21 from bishops were obtained. Validity of the data was based on reports of previous research using semantic differential scales. The overall reliability coefficient was .91 obtained by the split half method.

The statistical package for the social sciences was used for factor analysis with varimax rotation, for analysis of variance procedures, and for t tests.

The investigation demonstrated a significant relationship between respondent attitudes and training in evaluating perceived performance in broadcasting. Respondent attitudes, training, support and performance were found to be significantly related to the estimation of the future of Catholic broadcasting. The study further revealed, by factorial conguity tests, that the Church personnel and station managers used different criteria in approaching their broadcasting activities.

Station managers were more positive towards the concept "Broadcasting" than Church personnel on the factors of "integrity," "value," and "quality" of broadcasting. Both parties are in agreement that Catholic broadcasting is mediocre. Station managers rated their involvement, cooperation and dependability much more positively than did Church representatives who looked upon themselves as amateurs in this field. The Church personnel were highly positive in their evaluation of their work in media education; station managers were more cautious in their evaluation of this work. The Church and station managers agreed that the task of media education is a difficult one. Bishops rated their support, attitude and disposition towards broadcasting as very positive. This view was not shared by diocesan directors or station managers. On the other hand, the very positive rating given by station managers to their support of religious broadcasting was not shared by the Church personnel. All groups agreed on the necessity of training, but expressed some disagreement on the type of training. Diocesan directors opted for a more complex training program than broadcasters thought necessary. Church personnel were cautiously optimistic about the future of Catholic broadcasting; station managers were noncommittal. All agreed that there should be closer working links between the Church agencies and broadcasters in religious programming. The Church's approach to the future is positive.

In the light of the data, these areas should prove fruitful for policy making decisions. Programming of religious material should conform more to station format, closer links should be established with the broadcasting industry and the Church's program organization should be strengthened.

5. ALLSOP, Joan Winifred (Ed. D.). "An Appraisal Of The Discussion Group Scheme Of The University Of Sydney, Australia, 1937-1956, With Recommendations Regarding Future Developments." Teachers College, Columbia University, 1957. 171 pp. Source: Eells, p. 212; and TCCU DIGESTS (1957), pp. 9-10.

This project is an appraisal of the discussion group scheme of the University of Sydney's Department of Tutorial Classes. The scheme is a non-credit correspondence service for small autonomous groups of adults interested in study and discussion of the humanities. Apart from one brief paper, no systematic account has been made of this scheme which has certain unique features arising from the close relationship which exists between groups and their corresponding tutors through the medium of a system of regular reports and replies.

After a brief description of the aims and purposes of the Department of Tutorial Classes, the history of the scheme is traced. An account of the people involved and the resources used is given and this is illustrated by extracts from group reports, tutors' replies and reports on visits to groups, and assessments made by both groups and tutors at the conclusion of a course. Brief studies of several groups follow. Using this background information with numerous statistical tables, a critical review is made of those aspects of the scheme which can be thus measured--group enrolments and distribution, student enrolments and occupations, continuity of membership and of study, course demand and supply. Statistics of the department's work with tutorial classes are used for comparative purposes whenever possible.

In the concluding chapter the success of the scheme in implementing the aims and objectives of the department and its contribution to the broad field of adult education is assessed. On the basis of the findings, strengths of the scheme are pointed out--its versatility and adaptability, the improvement in discussion techniques and leadership ability shown by group members, the development of a feeling of cohesiveness among the groups, the growth in continuity and sustained enquiry shown by groups, the improvement in their ability to write reports in which basic issues are stated with clarity and precision, the advances made in tolerance and understanding of opposing views. Some possible weaknesses are revealed: the near-monopolization of the scheme by housewives, the steep decline in interest in socio-politico-economic courses, the decreasing number of new groups enrolled each year, the lack of a secure financial basis. Various consequent measures for further departmental consideration are proposed.

6. APPLETON, Lilla Estelle (Ph. D.). "A Comparative Study Of The Play Activities Of Adult Savages And Civilized Chidren, With The Pedagogical Deductions Therefrom." University of Chicago, 1909. 94 pp. Source: Eells, p. 6; and Published as A COMPARATIVE STUDY OF THE PLAY ACTIVITIES OF ADULT SAVAGES AND CIVILIZED CHILDREN: AN INVESTIGATION OF THE SCIENTIFIC BASIS OF EDUCATION, Chicago: University of Chicago Press, 1910, p. v.

CONTENTS

Page

I. INTRODUCTION 1

1. Relation of Present Study to Pedagogy and to Genetic Psychology
2. Method of Investigation
3. Selection of Tribes To Be Studied

II. ANALYSIS OF PLAYS OF SAVAGES 8

Five Tribes--Veddahs, Australians, Bushmen, Yahgans, Eskimos

III. ANALYSIS OF PLAYS OF CIVILIZED CHILDREN 42

Five groups--New York, Brooklyn, Washington, South Carolina, Worcester

IV. GENERAL COMPARISON OF THE TWO FIVEFOLD GROUPS, WITH RESPECT TO PLAY CHARACTERISTICS 50

V. STUDY OF CHILDREN'S PLAY BY PERIODS 55

1. First Period--Years One to Three
2. Second Period--Years Three to Seven
3. Third Period--Years Seven to Twelve
4. Fourth Period--Years Twelve to Seventeen

5. Fifth Period--Years Seventeen to Twenty-three

VI. COMPARISON OF SAVAGE PLAY WITH SUCCESSIVE PERIODS OF CHILDREN'S PLAY 70

1. With Respect to Somatic Characteristics
2. With Respect to Types of Organization
3. With Respect to Psychological Characteristics

VII. CONCLUSIONS 74

1. With Respect to Phylogenetic and Ontogenetic Parallelism
2. With Respect to Genesis of Play Activities
A Biological Theory of Play
3. With Respect to Pedagogical Applications

VIII. BIBLIOGRAPHY 85

B

7. **BAKER**, Eleanor Zuckerman (Ph. D.). "The Assimilation Of The Australian Aborigines In The Northern Territory Of Australia, 1958-1967." University of Texas at Austin, 1977. 190 pp. Source: DAI, XXXVIII, 5A (November, 1977), 2983-A. XUM Order No. 77-22,914.

The study of the assimilation of the Australian aborigines in the Northern Territory of Australia, 1958-1967, deals with the full-blood aborigines. Fieldwork was done in Australia 1966-1967. The primary source for data was personal observation and Government documentation in the annual Northern Territory Reports. Chapter 1 deals with the setting and background of aboriginal policy. It includes the geographical setting, historical background, White Australia policy, the administration of the Northern Territory, and the background to Commonwealth assimilation policy. Chapter 2, Education and Population, includes the location of the aboriginal population on reserves, settlements, and missions. Data from the Reports has been extrapolated to demonstrate the effect of Government's educational policies and opportunities for the aborigines. This material contains Government expenditures on schools and students. Economic Advancement is the title of Chapter 3 and tables show the effect of education in placing apprentices. Also, the employment pattern throughout the Territory is demonstrated in both the pastoral and mining industries as well as town services. Chapter 4 deals with Social Advancement and covers housing, health services, the status of women, and aboriginal participation in the social activities of white society. This dissertation concludes with an evaluation in Chapter 5 of the data and material presented in Chapters 2-4. The major justification for this study is that the material and data presented demonstrates that 1958-1967 was a decade in which the pattern of assimilation was tested and found wanting.

8. BALSON, Maurice. "A Suggested Guidance Program for High Schools of Victoria, Australia." University of California, Los Angeles, 1958. 276 pp. Source: Eells, p. 212; Dissertation, pp. iv-vi.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Purpose of the study	4
	Justification of the study	4
	Procedures of the study	7
	Delimitation of the problem	11
II.	THE VICTORIAN EDUCATIONAL SYSTEM	12
	Introduction	12
	Administration of Victorian education	14
	Organization of Victorian education	25

Problems of secondary education 33

Summary 43

III. CONCEPTS OF GUIDANCE AS REVEALED BY EDUCATIONAL LITERATURE 46

Definition of guidance 46

Administrative bases of guidance 54

The individual inventory service 58

The informational service 62

The counseling service 67

The placement service 73

The follow-up service 77

Guidance personnel 80

IV. DESCRIPTION OF THE GUIDANCE PROGRAMS IN VICTORIAN HIGH SCHOOLS 90

An analysis of questionnaire responses 90

Guidance services to students 91
Guidance staffing 100
Special characteristics of the guidance services 107

Psychology and Guidance Branch 110

Staffing 110
Decentralization 111
Functions 111
Testing Program 113
Liaison with other agencies 114
Evaluation 115

V. THE PROPOSED GUIDANCE PROGRAM 117

Aims of education in Victoria 117

Need for guidance 121

Changed conditions of labor and industry 124

Changes in population 125
Changes in birth rate and death rate 127
Changes in educational opportunity 130

Guidance organization 138

Guidance personnel. 145

High school guidance personnel 146
Psychology and Guidance Branch personnel 169

Individual inventory service 184

Testing program 189

The information service 194

The counseling service 202

The placement service 208

The follow-up service 212

Evaluating the guidance program 219

VI. SUMMARY AND RECOMMENDATIONS 233

Summary 233

Recommendations 237

BIBLIOGRAPHY 241

APPENDIX 259

LIST OF TABLES

TABLE PAGE

I. Number of Schools and Attendance in Victoria, December, 1955 32

II. Holding Power of Australian State Secondary Schools . . 36

III. Pupil Data Included in the Individual Inventory 92

IV. Maintenance and Use of Pupil Information 95

V. Provision of Informational Services 96

VI. Provision of Counseling Services 98
VII. Provision of Placement Services 99
VIII. Provision of Follow-Up Services 101
IX. Teacher Participation in Guidance 103
X. Specialists Available for Student Referral 103
XI. Characteristics of Guidance Leader 105
XII. School Cooperation with Community Agencies 106
XIII. Percentage of Labor Force in Australia by Major Occupational Groups. 124
XIV. Population of Australia--Urban and Rural 126
XV. Australian Birth and Death Rate 128
XVI. Age Distribution in Australia 129
XVII. Public School Enrolments: Victoria 131
XVIII. Number of Victorian Government Schools 133
XIX. Percentage of Full Time Students in Victoria, 1954 . . . 134

9. BARKER, Lindsay John (Ph. D.). "System and College Governance Of The Australian Colleges of Advanced Education." University of Nebraska--Lincoln, 1976. 273 pp. Source: DAI, XXXVII, 7A (January, 1977), 4000-A. XUM Order No. 77-927.

Purpose of the Study

The purpose of the study was to develop proposals for system and college models that could serve as a basis for the further development of the advanced education segment of Australian tertiary education.

Conduct of the Study

The historical development and current patterns of advanced education system governance were examined. In particular, attention was paid to the impacts of the federal and state governments and their agencies on both the system and college operation.

A survey of the literature was carried out covering those aspects of research and investigation that were relevant to the study. These included higher education governance and coordination practices, together with selected areas of organization and management theory.

The characteristics of the key decision makers were studied. Some data were collected from published sources. The remainder was obtained through a questionnaire sent to all college principal officers.

The major trends, concerns and issues held to be important by selected persons associated were determined by an "open-ended" style questionnaire.

The model is basically a modified bureaucracy in which group decision making and individual participation are emphasized. Responsibility is allocated individuals in a hierarchical structure. These individuals are required to operate within a system of required consultation which is designed to optimize the professional contribution that each staff member can make, and to facilitate communications in all directions.

The college philosophy is stated in terms of teaching function and the attainment of excellence in those areas in which the colleges seek to provide educational services.

College councils are not typical of the larger community, but there appears to be no good reason for radical change in their constitution if their governance functions are to be mainly concerned with policy determination and performance moderation.

The college structure should be based on a system of departments grouped into schools. In order to knit the schools together, two college-wide boards are proposed, one concerned with business matters, the other with academic matters.

The whole college should be grouped around three service units. These are administrative services, academic services, and support services. Administrative services should provide support and consultative assistance, academic services should be grouped into an integrated information storage, retrieval and dissemination system, and support services should provide the necessary physical and business facilities to enable the college to operate.

Lindsay John Barker

Development Model Proposals

An integration of the information derived from the studies was utilized as the basis for the two development model proposals.

System Model. At national level it is proposed that a national tertiary education commission should be established to formulate policies for all aspects of tertiary education. At state level it is proposed that the sphere of influence of the coordinating authorities should be adjusted to encompass the whole range of tertiary education. Legislation for the new state authorities should be as uniform from state to state as political realities permit.

It is further proposed that national and state councils for research and planning in education should be established. The councils would be statutory authorities but would act in an advisory capacity only. Their particular contribution would be in the provision of objective and informed advice to the coordinating authorities, the state departments of education, and to the appropriate minister for education.

College Model. A college governance model is proposed that has been developed within a contingency approach to institutional management in which the organization is designed to provide optimal performance under the demands of the particular situation. The approach employed holds that no single governance model can ensure the same set of outcomes from the individual colleges that comprise the college of advanced education system.

10. BEARE, Hedley (Ph. D.). "An Administrative Scheme To Introduce Greater Institutional Autonomy For The State Teachers College Of South Australia." Harvard University, 1970. Source: CDI (1861-1972), XX, p. 448.

11. BIDDLE, Ellen Horgan (Ph. D.). "The Assimilation Of Aborigines In Brisbane, Australia, 1965." University of Missouri, Columbia, 1969. 276 pp. Source: DAI, XXX, 4A (October, 1969), 1662-A. XUM Order No. 69-16,05).

This dissertation is based on a social survey of aborigines in

Brisbane, Australia. The sample was reached through the network of kin and friends. About eighty-two percent of the families in Brisbane were interviewed by social work students at the University of Queensland. It was discovered that there are more aborigines in Brisbane than expected and that aborigines are migrating in at a faster rate. The study was made in 1965-1966.

The majority of aborigines came, not from settlements, but from small places where they were segregated to the edges of town. They come from areas close to Brisbane and along the coast. In Brisbane, they are not assimilated to any great degree. Their educational level is low; two-fifths of the voting age persons are not on the voting rolls; eighty-seven percent of the workers are in the three lowest-ranking job categories; eight percent have high skills; and twenty-three percent, including school-age children, belong to non-aborigine organizations. The younger aborigines are doing better; they have more education, more skills, higher-ranking occupations and belong to more non-aborigine organizations.

Amalgamation is taking place. Thirty-nine percent of the married couples have a non-aborigine spouse and, even when the separated, divorced and widowed persons are included in the figures, almost twenty-four percent of the married couples are mixed, about seventy-five percent being aborigine women to non-aborigine men.

Aborigine homes are smaller than those of non-aborigines and more persons live in these smaller homes. About nineteen percent of the homes were structurally inadequate; five percent were shacks. Homes were crowded and shared more with kin than with friends, with primary rather than secondary kin and with maternal rather than paternal kin. Length of residence in the households was relatively short for many heads of house, twenty-three percent having lived at the address six months or less and another twelve percent from six months to a year. Furnishings of the homes were adequate for the majority, but twenty-six percent did not have enough sleeping-places and thirty-seven percent had insufficient chairs.

Of the migrants on whom there is information, fifty-seven percent had lived in one or two places before migrating, twenty-eight percent had lived in three or four places and fifteen percent had lived in five or more places. Mobility is high for the latter two groups.

Family units are large, the mean number being 5.46 persons when one and two person family units are excluded from the figures. Women marry and have children earlier than nonaborigines. Thirty-six percent of the family units are spouseless. About twenty-one percent of the households are headed by women. More of the female-headed households are extended. Matrifocality, illegitimacy and marital instability are all inter-related in the disturbed family patterns.

Brisbane's aborigines are doing better than those in the areas from which they have migrated but they are not yet as well off as the white population. The aborigines are more acculturated to the dominant society's values than they are assimilated to their social structures. Morale is high. Most of the past repressive legislation has been repealed. Aborigines are now in a legal position to become fully assimilated to city life in Australia.

12. BLAKE, Anthony John Dyson (Ph. D.). "Relationships Between Science Instruction, Cognitive Style And The Development Of Formal Operations In Australian College Students." Purdue University, 1976. 253 pp. Source: DAI, XXXVII, 8A (February, 1977), 5011-A. XUM Order No. 77-1684.

A study was made of cognitive characteristics of the freshman population of elementary education students at Riverina College of Advanced Education, Australia. In particular, an experiment was performed to determine whether or not a combined mathematics--science course of one semester's duration would facilitate intellectual growth in such a population when taught using an inquiry-based approach. A Solomon four-group design was employed for the experiment, so that the effects of pretesting with a battery of Piagetian tasks could be assessed. The control group in the experiment received a mathematics--science course of the same duration, but taught in a didactic, or expository, fashion. In addition to using a battery of Piagetian tasks to measure the dependent variable, a written test of level of intellectual development was employed, and a comparison was made between the two measures.

The population was surveyed to determine the degree of relationship between the Piagetian construct, level of intellectual development, and the following variables: IQ, sex, aggregate mark (a measure of performance on an external examination taken at the end of high school and used as a predictor of college success), cognitive style and cognitive preference. The construct

"Held independence" (claimed by the writer to be analogous to Thurstone's "flexibility of closure" factor) was the cognitive style dimension that was investigated. The apparent synonymy of cognitive style and cognitive preference, together with the interest that has been shown in the influence of inquiry-oriented science courses on cognitive preferences, led to the incorporation of this construct into the study. In studying the facilitation of intellectual growth, the factors of cognitive style and cognitive preference were considered as possible determinants of such growth.

The study produced the following findings:

1. Teaching a combined mathematics--science course to freshman elementary education students did not produce a greater degree of intellectual growth than teaching such a course using a didactic, or expository, approach.

2. The population did exhibit marked intellectual growth over the course of one semester. However, the cause of such growth could not be ascertained from this study and several hypotheses have been proposed as bases for further investigation.

3. The intellectual growth that occurred was independent of changes in degree of field independence and of changes in cognitive preferences.

4. No relationship existed between level of intellectual development and IQ or aggregate mark. Males exhibited a greater intellectual maturity than females on Piagetian tasks, but this difference between sexes was not evident in scores on a written test of intellectual development.

5. No relationship was apparent between level of intellectual development, as measured by a battery of Piagetian tasks, and a level of intellectual development, as measured by a written test.

6. No relationship was apparent between level of intellectual development and degree of field independence or cognitive preferences.

7. Approximately one-third of the population entered college still at the stage of concrete operations. Only about two percent of the population was fully formal operational.

The implications of these findings are discussed in relation to the findings of other workers.

13. BOOTH, Edward Oliver (Ed. D.). "An Ethnographic Evaluation Of The Integration Of A Primary School's Curriculum: Two Years On At Warrawong." University Of Hawaii, 1984. 654 pp. Source: DAI, XLVI, 3A (September, 1985), 596-A. XUM Order No. DA8508784.

The purposes of this study were: to identify and describe the context and process of school-based curriculum development through the phases of the design, trial and evaluation, and to enhance the ongoing critical processes within the school through the stimulation of a critical debate on the nature of the school's curriculum and staff development program. The evaluation agreement negotiated with the school required the documentor to provide ongoing informal feedback about the integration of the school's curriculum and related staff development program as well as a formal evaluation report. The primary audience for the evaluation was the principal and staff of Warrawong Primary School.

Warrawong Primary in 1983 had 730 pupils from twenty-one ethnic groups and thirty-six professional staffs. Before the innovation program the school was organized as two separate departments, children were taught in streamed classes based on their competence in English and the curriculum content was planned and taught as separate subjects.

The evaluation used ethnographic data collection methods in an emergent case study design. Methods included the documentor as a participant observer for three years, teacher interviews and a document archive. The evaluation questions, interview data and the draft evaluation report were verified and negotiated with the staff.

The innovation was a skills and attitude based integrated curriculum, designed by the teachers and successfully implemented in the school during 1982/83. The integrated curriculum was taught in heterogeneous classes with a community language. The reorganization of the school into a single K-to-6 unit created a wider pool of professional expertise for the school-based projects which were related to the integrated curriculum.

Energy for the change was perceived by the staff to have come from the principal, the executive and the teachers. The executive had a strong controlling and initiating power, while the teachers negotiated the pace and direction of change through the

Edward Oliver Booth

informal networks in the school.

The documentor's role in the school was perceived as passive by most of the teachers and interactive by the executive. The draft evaluation report satisfied Guba's trustworthiness criteria and was considered by the teachers to have increased their consciousness and provided the basis for future policy.

14. BOVELL, Robert Roland (Ed. D.). "Recent Developments In High School Chemistry In The United States: Some Implications For Western Australia." Columbia University, 1965. 429 pp. Source: DAI, XXVII, 1A (July, 1966), 46-A-47-A. XUM Order No. 66-2647.

The past decade has witnessed a significant development related to the secondary school curriculum and its revision in the United States. Scholars of stature have contributed substantially to the thorough scrutiny that has been focused on the content and methods of various high school subjects. In the areas of science and mathematics, in particular, substantial financial support from the National Science Foundation has enabled major curriculum projects to be undertaken. Indeed, by 1962, over one hundred and thirty such projects were being supported through this Foundation and by 1964 it had become necessary to establish a special clearing house project to disseminate the information related to the materials being produced.

The author of this study and report has had thirteen years experience as a science teacher, science senior master, deputy principal, and headmaster in the schools of Western Australia. In 1956, he participated as a member of a committee under the chairmanship of the Reader in Chemistry at the University of Western Australia, which was revising the Leaving Certificate chemistry course. During the 1963-64 school year, the writer taught the CHEM Study course at the New Lincoln School in New York City. And further, as a student in the fields of secondary school administration, science education, and the secondary school curriculum, he has felt a direct concern and interest regarding the evolving science courses generally, and the subject area of chemistry in particular in the schools of Western Australia.

Thus, in the approach to this present study, the writer devoted his major attention to two major developments in American high school science: the Chemical Education Material Study and the Chemical Bond Approach Project. The procedures involved not only his own exploratory experiences at the New Lincoln School, but included as well visitation to various schools in the northeastern United States related to their teaching of chemistry, interviewed many faculty members at Teachers College, Columbia University, relevant to secondary school administration, chemical education, evaluative procedures, and the utilization of educational technology. Further, extensive correspondence was developed with leaders and experienced personnel involved in the major chemistry curriculum studies as well as in the evaluation studies of the Modern Chemistry Series of instructional films. Sample films were viewed and reviewed dealing with chemical education, and various other programed materials including those in the two major projects were studied and appraised. Existing studies dealing with secondary education in general and chemical education in particular were explored from library sources of both published and unpublished materials, and finally, sources concerning Western Australian education in particular, and Australian education in general were obtained from both American and Australian sources.

Description, critical comment, and summaries of research, then are the heart of this project report. The writer accepted the responsibility, however, of establishing such relationships as those between trends in the programs of science education in the United States and the past and present trends in Australia (and Western Australia in particular). It is significant that the science education objectives of Western Australia are closely identified with those objectives which have come to be accepted in America. This is evidenced by the selection of the purposes outlined in the Forty-Sixth Yearbook of the National Society for the Study of Education, as the aims for the new Science A program in the State.

Chapters of the report deal with secondary education in Western Australia, chemistry and the science curriculum in that state, the Chemical Education Materials Study, the Chemical Bond Approach Project, a filmed chemistry course, other science and manpower developments in the United States, and finally, some implications for high school chemistry in Western Australia. The final chapter, including recommendations for science education in Western Australia, ranges from concern for evaluation of results through objective testing, to the support in the form of materials needed for chemical education to be well taught and more meaningfully to Australian youth.

Gregory John Boyle

15. BOYLE, Gregory John (Ph. D.). "Effects Of Depressive Mood And The Premenstrual Factor On Processing Of High And Low Content Structure Text In American And Australian College Women." University of Delaware, 1983. 242 pp. Source: DAI, XLV, 2B (August, 1984), 661-B. XUM Order No. DA8412699.

The present studies examined the comparative debilitating influence of depressive mood and of the premenstrual factor on the acquisition and recall of high (HCS) and low (LCS) content structure text information, using three treatment groups. The first received the Velten depressive induction procedure before reading the text (Acquisition Group), the second received it after reading the passage (Recall Group), while the third received neutral statements only (Neutral Group). Study 1 on a sample of 124 University of Delaware undergraduates was preceded by a pilot study on a similar sample of 154 students, and followed by a crosscultural replication on a sample of 74 Australian college students (Study 2). That the depressive mood induction was effective was indexed by scores on the Differential Emotions Scale (DES). The reliability and validity of this multivariate mood state measure had been reasonably well established in an earlier study on 204 University of Delaware undergraduates, using a multiple discriminant function analysis along with factor analysis of DES items. The subsequent three studies all involved application of multivariate ANOVA's. Results indicated that depressive mood at the acquisition/encoding phase caused the greater decrement in cued recall scores, but only for the LCS items. As there was no significant difference in mean LCS scores for the Recall and Neutral groups, the data supported a limited capacity model, whereby cognitive interference associated with depressive mood reduces task relevant processing capacity in short-term memory. In contrast, a retrieval hypothesis that the adverse effects of depressive mood are greater at the time of retrieval, rather than at the time of reading, was not supported. Results also revealed that, for normal young college women, the premenstrual factor did not interact significantly with depressive mood and had no separate main effect on cognitive processing of text. There was some weak evidence, however, that the premenstrual factor operated for some individuals as a vulnerability index.

16. BRAYSICH, Joseph Micheil (Ph. D.). "The Functions Of The Western Australian Institute Of Technology." University of Wiscon-

Joseph Micheil Braysich

sin, 1971. 175 pp. Source: DAI, XXXII, 8A (February, 1972),

4368-A. XUM Order No. 72-1998.

The primary purpose of this study was to establish the extent to which the institution's various sub-publics perceived given elements as important functions of the Institute of Technology. By so doing, a priority of tasks for this Australian college of advanced education would be established. The study also was designed to identify the degree of congruence in perception among the various sub-publics, and finally, through factor analysis, to identify, by their personal characteristics, groups whose perception tended to be similar. The study included an overview of the antecedents to the development of the Australian Colleges of Advanced Education.

The research design required the development of a conceptual framework of the functions of the Institute. This was accomplished by a synthesis of existing aims of public education with those stated objectives for the Australian colleges of advanced education. The resultant framework was articulated into sixteen statements of the functions of the colleges. These statements contained the most important elements of the Institute of Technology's current functions which were operationalized into a set of statement-type functions.

Respondents representative of the governing council, of the administration, of the faculty, of the students, and of selected related community interests were required to Q-sort the statements. The sort was into seven categories ranging from "most important" to "least important" on a seven-point, forced, normal distribution curve continuum. The ranking was accomplished within a forced and common frame of reference.

Data obtained were analyzed in both R and Q mode by means of a computer. Output from the various programs gave a calculation of the composited means and ranks for each item by each of the sub-publics,thus ascertaining the extent to which the various sub-publics perceived the given elements as important functions of the Institute. Other information included the standard deviation for each item, and the Pearson product moment correlation coefficient for both items and individuals. Finally, a factor analysis program analyzed the data matrix in the Q-mode and yielded cluster relationships which were identified, named and correlated. The identification and naming were in accordance with the personal characteristics recorded in the instrument.

Following is a summary of the major findings:

1. The provision of initial specialized training necessary for employment was considered to be the foremost function of the Institute of Technology.

2. The three items considered to be next in importance were all from the intellectual category; namely, the development of competency for the utilization of existing knowledge as a base for the solving of new problems; the inculcation of a continuing desire for knowledge--the inquiring mind; and the extension of an individual's ability to acquire and communicate information efficiently.

3. The functions considered least important pertained to the physical category. These were: promoting cultural activities, fostering a sense of moral behavior, and providing for good physical health.

4. There was general agreement between the sub-publics on what should constitute the major and minor functions of the Institute. Disagreements which occurred were a question of degree and not of nature.

5. The directors and deans sub-public displayed the most divergent view of the function of the Western Australian Institute, while the overseas students took an extreme position on eleven of the sixteen items.

6. Disparity between sub-public opinions was greatest concerning the item, seeking to provide knowledge in the liberal arts and humanities as well as in the sciences.

7. Findings related to the respondents' personal characteristics showed that (1) father's occupational status and (2) teaching experience were the two factors which had greatest significance on the perception of what should constitute the functions of the Institute.

17. BRENNAN, Mary Berry (Ph. D.). "A Socio-Historical Examination Of Educational Policies and Practices For Immigrant Children In The London Borough Of Ealing And For Migrant Children In The Catholic Education Authority In Western Australia." University of California, Los Angeles, 1977. Source: DAI, XXXVIII, 12A, Part 1 (June, 1978), 7197-A-7198-A. XUM Order No.

7806457.

The study sought to examine some of the implications inherent in providing educational services for large numbers of children unprepared, either by cultural or linguistic barriers, for initiation into the country's educational system.

The two educational practices considered, the one offered for immigrants in the London Borough of Ealing and the one offered by the Catholic Education Authority in Western Australia, have been placed in a socio-historical perspective derived, in part, from the Sadlerian contention that the school is only one of a number of interrelated social institutions, and, as such, cannot be viewed with understanding as a discrete, autonomous body.

The authorities were so chosen in order to see what were the similarities and differences between a highly decentralized and a highly centralized educational system. They were examined in terms of four stages offered by Hage and Aiken in Social Change in Complex Organizations as suitable for exploring the phenomena of change. These authors divided the phenomena of institutional change into four sequential stages:

1. Evaluation
2. Initiation
3. Implementation
4. Routinization

In terms of these stages, the programs examined would seem to have reached a stage transitional between the Implementation and Routinization stages.

The programs discussed are the product of the combined efforts of upper, middle, and lower echelon in the educational establishment of each locale described. Upper echelon, such as LEA Advisors and Catholic Education Coordinator of Migrant Education Programmes in Western Australia, concentrate on advising personnel in positive strategies for implementing government or local education policy vis-à-vis immigrant pupils in classrooms. To do this successfully, each must be aware of alternative source of funds; each must be aware of ancillary programs available for teachers or staffs under their jurisdiction.

Program implementation continues slowly because of the inadequacy or unavailability of curricular materials suitable for immigrants and migrants. Further delay is foreseen because of the inadequacy of suitable training courses, both pre- and in-service, for those most involved in the day-to-day realities of the classrooms. Such programs are unlikely to be implemented further while government funding is curtailed. Political and social factors current in both England and Australia would seem to indicate a curtailment of expansion in either program. This curtailment would seem unfortunate in light of the goals of the program which have moved away from earlier ones of merely providing language instruction in English to non-English speakers to broader ones including educational objectives congruent with social objectives that aim to provide a multi-cultural society in which harmonious race relations are not only possible but highly probable. Increasingly, personnel involved within the educational establishments of both Ealing and Western Australia are working to change within-school programs to maximize the possibility of the attainment of this social goal.

Within-school programs are, usually, dependent upon subjective judgements rather than upon objective or external criteria. As such, they are not yet formally evaluated and, with current budgetary restrictions, such evaluation is likely to be further delayed even though considered desirable by program participants.

The study, undertaken with Sir Michael Sadler's adage in mind, has given support to his maxim that factors outside the school influence greatly those inside it. Social and political factors have produced the climate in which both the immigrant and migrant education programs could be attempted, and those same climates are likely to be influential in deciding in which directions the programs will go.

18. BROADHURST, Norman Arthur (Ph. D.). "Study of Selected Teacher Factors And Learning Outcomes In Chemistry In Secondary Schools In South Australia." Oregon State University, 1969. 117 pp. Source: DAI, XXX, 2A (August, 1969), 485-A. XUM Order No. 69-8058.

This study was designed with two major aims. The first was to examine certain characteristics of both Departmental and Non-Departmental teachers who were teaching matriculation chemistry in South Australian secondary schools during 1967. The numbers of teachers who participated were: Departmental 40, and Non-Departmental 23. The second was to ascertain certain learning outcomes of matriculation chemistry students. The learning outcomes investigated were:

1. critical thinking
2. understanding of science
3. achievement in chemistry

The students were divided into four groups for comparison; viz., City Departmental, Country Departmental, Independent and Roman Catholic. There were approximately 200 students in each of the school groups.

In order to secure the required information, the participating chemistry teachers were asked to complete a Questionnaire for Chemistry Teachers while the students were asked to complete a Questionnaire for Students. A measure of two of the learning outcomes was obtained by administering the following tests:

1. Watson-Glaser Critical Thinking Appraisal, Form Ym.
2. Test on Understanding Science, Form W.

The measure of achievement in chemistry was taken from the results of the public examination in leaving chemistry.

The responses to the student questionnaire were not treated by any specific statistical test. However, the responses revealed that nearly three quarters of the students desired a tertiary education while only six percent expressed any intention of becoming science teachers. A little more than half the students were doing chemistry because they had an interest in it. The average age of the students was 16.10 years.

The conclusions from the teacher questionnaires as well as the two tests are that the following null hypotheses should be accepted:

1. There is no difference in the teaching methods used by teachers in Departmental and Non-Departmental systems.

2. There is no difference in the objectives of science teaching held by the teachers in the two systems.

3. There is no difference in the teacher factors of the teachers in the two systems.

4. There is no difference in the critical thinking abilities of the graduates from the four school groups, viz., City Departmental, Country Departmental, Independent and Roman Catholic.

5. There is no difference in the understanding of science between the graduates from the four school groups.

The following null hypotheses should be rejected:

6. There is no difference in the achievement in chemistry between the graduates from the four school groups.
7. There is no correlation between critical thinking ability and understanding of science of the graduates from the four school groups.
8. There is no correlation between the learning outcomes and the achievement in the public examination in chemistry of the graduates from the four school groups.

19. BROCKLEY, Barry Phillip (Ph. D.). "The Relationship Between Anxiety About Teaching Science, Perceived Importance Of Science And The Amount Of Science Taught By Inservice Elementary School Teachers." University of Texas at Austin, 1982. 192 pp. Source: DAI, XLIII, 12A, Part 1 (June, 1983), 3795-A. XUM Order DA8309120.

The purpose of this study was to identify factors related to science teaching among inservice elementary teachers. In particular the relationships among amount of science taught, anxiety about teaching science, perception of the importance of science, and other demographic information were investigated. Attitudinal and demographic data was gathered from seventy inservice elementary teachers from Victoria, Australia. Spielberger's State Trait Anxiety Inventory was used to provide two measures of anxiety about teaching science. The data reveals that the majority of teachers sampled had little science background and little inservice training in science. Only about one-third of the respondents taught more than one hour of science each week, while less than 10% taught more than two hours, despite the finding that 90% of respondents rated science as either "Important" or "Very Important." The data suggests that one of the major factors related to science teaching is perception of the importance of the subject. Those who teach more science generally rate science as more important that those who teach little or no science. Furthermore, it is generally only those teachers who consider science as very important who teach substantial amounts of science. These teachers also tend to exhibit high levels of general anxiety, suggesting that anxiety may act as a motivation or drive factor. While the relationship between anxiety about teaching science and teachers' behavior is not clear from this study, the results suggest that science teaching is, for many teachers, an anxiety-provoking experience. One factor that appears to be related to science teaching anxiety is science background, although this does not appear to be related to the amount of science taught. Further research is needed to clarify the effects of anxiety about teaching science on teachers' behavior and to identify ways of modifying courses to reduce anxiety about teaching science and to improve teachers' attitudes toward science teaching.

20. BROWN-PARKER, Judith Wendy (Ph. D.). "Classroom Behavior of Dominantly Left and Dominantly Right Cerebral Hemisphere Teachers in Australian Third Grade Classrooms." Michigan State University, 1984. 296 pp. Source: DAI, XLVI, 2A (August,1985), 402-A-403-A. XUM Order No. DA8503188.

Hemispheric specialization and its application to teaching behavior in the natural classroom setting is at present a little explored area. This study was therefore designed to examine some fundamental questions:

1. Whether there is a commonality in classroom behavior among left dominant teachers and among right dominant teachers.

2. Whether there is a difference in classroom behavior between left dominant and right dominant teachers.

3. Whether a teacher's dominance can be predicted from observable classroom behavior.

As an exploratory field study employing the case study approach, two independent psychological tests were used to identify a homogeneous group of four left dominant and four right dominant female third grade teachers from an Australian metropolitan area. Over a nine month period, extended observations of each teacher in the natural classroom setting were used to collect qualitative data. A double blind technique was employed.

The findings revealed several commonalities of classroom behavior among the right dominant group and among the left dominant group. Differences between the two groups were also identified. From the findings, the following conclusions were drawn:

1. There appears to be a relationship between a teacher's classroom behavior and his/her hemispheric dominance.
2. Similarities in classroom behavior may exist among teachers who are left dominant.
3. Similarities in classroom behavior may exist among teachers who are right dominant.
4. Differences in classroom behavior may exist between left dominant teachers and right dominant teachers.
5. Teachers seem to provide a combination of both left and right oriented information processing stimuli rather than teaching exclusively to only one mode.
6. Based upon observed classroom behavior, a teacher's dominance can be correctly predicted.

An an exploratory study investigating the relationship between a teacher's hemispheric dominance and his/her classroom teaching behavior, eighteen recommendations and twelve hypotheses were generated for further inquiry.

21. BURKE, Kevin James (Ph. D.). "A Case Study of Curriculum Practices In Science Education In The Catholic Parochial Primary Schools Of A Large Australian City." University of Maryland, 1981. 255 pp. Source: DAI, XLIII, 1A (July, 1982) 130-A. XUM Order No. DA8213792.

Science was introduced as a component of the Victorian primary (elementary) school curriculum in 1971. Reports on the implementation of the course are contradictory. Questionnaires indicate that a substantial amount of science is being taught but more general reports from the field indicate that few teachers present science systematically.

This study investigated the extent to which science is being taught and the manner in which it is being presented in four Catholic parochial primary schools in Urbantown. Over the past decade these schools have been formed into an educational system paralelling the state government system and are now funded by the federal government. Each school is expected to develop its own school-based curriculum and to include science in its program. The qualitative strategy of the case study has been used to study the curriculum practices in science.

The study reveals that science has low priority in these four schools and is frequently neglected. One school was developing a school-based program. In the other cases, the science that was taught depended on the interests of individual teachers. There were a few instances of the inquiry-discovery approach but the majority of science teaching was information centred. If materials were used, they were, in most cases, handled only by the teacher in a demonstration situation.

The study follows the National Science Foundation's investigation of the status of science education in the U. S. A. From that work and the present study, it is argued that the developers of the major curriculum projects failed to consider the current practices in schools and incorrectly assumed that all teachers could adopt the understandings and insights built into the project materials. Thus the developers did not realize what was possible in schools and that is why the project materials have had so little impact at the school level.

Based on the practices and characteristics of the teachers in these four schools, a detailed recommendation is made to develop, with external guidance, a school-based program that could be a model for other schools.

C

22. CAMPBELL, Deborah (Ph. D.). "Culture And The Colonial City. A Study in Ideas, Attitudes And Institutions: Sydney, 1870-90." University of New South Wales (Australia), 1983. Source: DAI, XLIV, 3A (September, 1983), 837-A.

Deborah Campbell

Advocates of culture in the late nineteenth century hoped to transform and humanize the urban environment; the brashness and newness of colonial society made cultural promotion particularly imperative. Members of Sydney's social elite between 1870 and 1890 promoted the virtues of self-improvement, cultivation and refinement through a variety of public cultural and educational institutions and voluntary associations. Cultural institutions monumentalized science, art, and literature; ensconced in noble edifices, the museum, library, and art gallery failed to achieve what was hoped of them for a variety of financial, social and conceptual reasons. The city's voluntary associations represented the 'informal' search for knowledge and beauty, at the same time shoring up the status of the elite. Education in the colony, however, was not geared to encouraging intellectual and artistic ability. A rudimentary and stultifying school system was presided over by Sydney University, an institution which was founded with the best intentions but which remained, intellectually and socially, largely peripheral to the life of the community. The city's organizations and institutions, disappointing though they often were, nevertheless offered support and points of contact for its scholars, artists, writers and scientists which proved vital in a society which many felt was indifferent or hostile to their labour. Artists and intellectuals struggled with the task of making a living and justifying their existence while endeavouring to find 'national' modes of expression and thought. The intellectual ferment of the late nineteenth century was reflected in the conflicts within the Christian churches, once the sources of all wisdom, morality, and culture but increasingly challenged by indifference, doubt, and dispute. The struggle between reason and faith was highlighted as churchmen attempted to find a place for religion in a complex intellectual climate wherein there existed many claimants to the mantle of truth.

23. CHANG, Li-Chu (Ph. D.). "The Effects Of Teacher And Student Perceptions Of Opportunity To Learn On Achievement In Beginning Algebra In Five Countries." University of Illinois at Urbana-Champaign, 1984. 134 pp. Source: DAI, XLV, 11A (May, 1985), 3297-A. XUM Order No. DA8502098.

The purpose of this research was to investigate the relationship between teachers' and students' perceptions of the opportunity to learn and student achievement in algebra in 13-year-old students, Population A of the IEA Second International Mathematics Study. Two related contexts were considered:

1. Student entry knowledge in mathematics.
2. The content domain being taught.

The data used in this study came from five countries: France, Japan, New Zealand, Ontario-Canada, and the United States. The data analyses were done at the class level. Four research questions were addressed in this study.

Are teacher opportunity to learn and student opportunity to learn good predictors of student achievement? Both teacher opportunity to learn and student opportunity to learn, taught this year, positively influenced achievement. However, in some countries the opportunity to learn variable had a small effect on achievement because of the homogeneity of the curriculum or the effect of having previously been taught the topic.

Which is the better predictor of student achievement, teacher opportunity to learn or student opportunity to learn? Although the opportunity to learn as perceived by teachers is consistently higher than the opportunity to learn as perceived by students in the corresponding classes, the student opportunity to learn rating is better predictor of achievement gain than is the teacher opportunity to learn rating.

What is the relationship between the coverage and student achievement gain for each level of entry knowledge in mathematics? For each ability group, the mean teacher opportunity to learn score is higher than the corresponding mean student opportunity to learn score. Student opportunity to learn is a better predictor of student achievement gain than the corresponding teacher opportunity to learn for high and middle ability classes.

What level of coverage is optimal for student achievement gain in classes of high, middle, and low knowledge in mathematics? A high student opportunity to learn rating appears to be an optimal condition for high and middle ability students. Time allocation itself was not a salient factor of achievement gain, and no significant interactions between opportunity to learn and time allocation were found.

24. CHIANG, Thomas Hsiang-hsi (Ph. D.). "A Study Of The Prononciation Of Chinese By Australian Beginners." Monash University (Australia), 1977. 404 pp. Source: DAI, XXXIX, 11A (May, 1979), 6738-A. XUM Order No. 7910491.

Thomas Hsiang-hsi Chiang

In this work the writer investigates the fundamental aspects of Mandarin Chinese phonetics for Australian beginning students and the relevant aspects of Australian English phonetics.

Descriptions, comparisons, correspondence, interferences, as well as learning and teaching tasks are dealt with in terms of an articulatory, an acoustic, and auditory, or a combined point of view, wherever appropriate, and correlations are discussed, wherever possible.

Chinese syllabeme prosodemes and English monosyllabic syntagmeme prosodemes and contouremes are dealt with in terms of the four components (pitch, length, loudness, and quality from the auditory viewpoint; frequency of the fundamental, duration, intensity, and spectrum from the acoustic viewpoint; frequency of the vocal chords, duration, force of articulation, and form of the vocal tract from the articulatory viewpoint). Both formal and functional aspects are discussed.

Theoretical and empirical correspondences are established between Chinese and English phonemes (including allophones and phones).

Learning and teaching tasks are discussed in terms of both theoretical and empirical considerations.

The close relation between listening and speaking as well as complementary roles of contrastive analysis and error analysis are discussed with statistical evidences.

25. COHEN, David (Ph. D.). "The Development Of An Australian Science Curriculum Model." Michigan State University, 1964. 311 pp. Source: DAI, XXVI, 4 (October, 1965), 2073. XUM Order No. 65-1721.

The major purpose of the study was to develop a science curriculum model which would provide a theoretical structure for the subsequent development of science curricula in Australia. An examination of the relevance of the methodology of comparative education for comparing science education in Australia and the U. S. A. showed that there was both an actual and a perceived relevance of American educational developments for Australian systems of education. In addition, evidence was advanced which indicated that the U. S. A. was a fruitful source of significant innovations in science education. Consequently, the Australian curriculum model and a suggested mechanism for its implementation were developed by synthesizing from a series of reviews of literature largely drawn from U. S. A. sources.

The curriculum model was synthesized from a total of seventy recommendations which were developed from reviews of science education and the related areas of education, science, and psychology. These recommendations were made in areas which included the objectives of science education, procedures from selected National Science Foundation sponsored curricula, science elements unique to the Australian culture and the findings of science education research.

The objectives of science education were shown in the model to lie in the broad purposes of education and of science. From these broad purposes were developed appropriate specific objectives, to be determined by professional educators and scientists. Science education research findings of relevance to curriculum construction were derived from six main areas, namely content, skills, learner factors, classroom practices and teacher factors, together with relevant psychological findings. Implications from NSF sponsored curricula were derived from a consideration of their process of curriculum development, philosophy and objectives, course content and organization, teacher training and evaluation.

The science curriculum model indicated factors likely to influence the teacher's utilization of the curriculum in the classroom. It also drew implications for classroom practices which may contribute to a sound science program.

Mechanisms for implementing the science curriculum model were based upon the formation of a proposed Australian Science Education Foundation. This Foundation was shown to be composed of representatives of a number of existing educator and scientist organizations. The major function of the ASEF were to select and sponsor groups to promote and review research which may have relevance for Australian science curriculum construction, to identify the philosophy and objectives of science education, to review and promote curriculum improvement, and to maintain liaison with the existing Advisory Committee on School Facilities. Thus the ASEF operates through a number of existing organizations and coordinates their contributions to the broad improvement of science education in Australia. The outcome of these mechanisms should be to provide the basic information required by the ASEF sponsored curriculum teams.

The curriculum model, implementation mechanism, and the seventy recommendations from which these are synthesized were directed to those responsible for improving science education in Australia. The considerable progress reported in Australian science education and the recent increase in governmental interest suggest the presence of a climate favorable to the implementation of the model.

26. COMTE, Martin Milton (Ph. D.). "Arts Education In The State School System In Victoria, Australia: 1945 To 1980." University of Michigan, 1983. 336 pp. Source: DAI, XLIV, 10A (April, 1984), 2958-A-2959-A. XUM Order No. DA8402262.

The study documents development in arts education in state government primary and secondary schools in Victoria, Australia, from 1945 to 1980.

State schools have been administered by a highly centralized education department. In addition, until 1981 they have been strongly influenced by an external examination system which has mediated developments in education and tended to impose an "academic" mould on school programs.

The only arts subjects included in curricula in 1945 were visual art and music; yet despite curricular recognition these were not generally represented in school programs. The status of drama and dance was even lower. Unlike art and music these were not conceived as separate subjects; instead, drama was included in English curricula, and dance was a component of physical education.

By 1980, drama and dance had finally been accorded separate curricular recognition. However, dance, especially, was only on the threshold of acceptance into school programs.

With the exception of visual art, which has been at the vanguard of change, the status of the arts in Victorian schools was low throughout the period. During the 1970s, however, there were indications that visual art had been swept along under the banner of "creativity" and that there was a need for reflection and reassessment.

To a large extent the study is a documentation of the emerging concept of "creativity"--principally interpreted in curricula as "self-expression"--into arts education. Early in the period it gave visual art its prime raison d'être and continued to do so for two decades.

In the performing arts creativity was not embraced with even a degree of fervor until the 1970s. In the meantime, concepts of music, drama, and dance remained entrenched in traditional moulds.

During the period, major developments also occurred in the Victorian education system in general. These were caused in part by a greatly expanding population in the immediate post-Second World War years and the changing nature of Australian society. Post-war developments have greatly challenged established concepts of education.

At the end of the study, arts education in Victoria was on the threshold of what was potentially the beginning of dramatically new directions in school curricula and practices.

27. COOK, Brian Desmond (Ph. D.). "A Study Of The Influences Of Political Decisions Upon The Development Of Selected Aspects Of Advanced Education In New South Wales, Australia." University of Oregon, 1980. 262 pp. Source: DAI, XLI, 5A (November, 1980), 1968-A. XUM Order No. 8024849.

Advanced education was established in Australia in 1965 as a result of a Commonwealth Government inquiry into the operation of postsecondary education. In a relatively short time 83 colleges of advanced education were established.

This study examined the influences of political decisions upon the development of selected facets of this growth in New South Wales. The work was undertaken by investigating how government decisions impacted upon the evolution of one college. Aspects covered were:

1. The development of advanced education.
2. The establishment of the college used in the study.
3. Capital projects.
4. Course development.
5. Working conditions.

To achieve the purpose of the study, Commonwealth, state, and government agencies' documents, letters and memorandums were examined and matched to reactions taken by the college.

The examination found that three events that occurred at the Commonwealth level were of considerable significance in the establishment and growth of colleges of advanced education. These were the:

1. Martin Report, which led to the foundation of advanced education.
2. Acceptance of full financial responsibility by the Commonwealth for the colleges in 1974.
3. Period after 1976 when the Commonwealth tightened controls on all aspects of its spending.

The study found that the major impact upon the development of advanced education shifted from the state to the Commonwealth arena. This trend was accelerated after 1974 and is still occurring. Despite this, the degree to which the influences are felt varies. The New South Wales coordinating authority has considerable control over developments at the state level provided broad Commonwealth policy guidelines are met. At the same time it was established that the college examined in the study also had considerable impact upon its own progress and evolution. What finally emerged was a tangled set of relationships between the governments, their agencies and the college itself. The study highlights these associations and offers some recommendations for future developments in advanced education.

28. COOK, Philip Halford (Ph. D.). "The Theory And Technique Of Child Guidance, With Special Reference To Australian Conditions." University of Kansas, 1941. 255 pp. Source: Eells, p. 212; and Dissertation, pp. vi, 245-246.

CONTENTS

Page
PREFACE iv

I. CHANGING CULTURAL PATTERNS AND THE CHILD

1. The community and the world 1
2. Marriage 5
3. The family 8
4. Education 17
5. Religion 29
6. Industry 37
7. The child and change 45

II. THE CHILD GUIDANCE CLINIC

1. Historical sketch. 56
2. The philosophy of child guidance 64
3. Possible auspices for the clinic 77
   i. Private auspices 77
   ii. State auspices 80
4. Housing the clinic 105
5. Summary 109

III. THE STAFF AND ITS TRAINING

1. The clinical unit 113
2. The psychiatrist 116
3. The psychologist 124
4. The psychiatric social worker 130
5. Other staff members 136

IV. THE CLINIC IN ACTION

1. Types of service 139
2. Clinical services 141
3. Educational services 155

V. DIAGNOSTIC METHODS

1. The approach to the case 160
2. Psychometrics in child guidance 171
3. Projective techniques 187

VI. THERAPY IN CHILD GUIDANCE

1. General trends in therapy 200
2. Indirect therapies 205
3. Direct therapies 223
4. Conclusion 245

VII. LOOKING FORWARD 248

SELECTED BIBLIOGRAPHY 254

Conclusion

The sketch of trends and techniques in child guidance therapy has attempted to indicate the great variety of therapeutic methods that are open to the child guidance worker. This wealth and diversity of procedures make it possible for the psychiatric social worker, psychologist, and psychiatrist to share in the treatment program, choosing their methods to suit the individual case, varying them as changing conditions demand.

Whatever therapy or combination of therapies may be employed--environmental manipulation, treatment of parents, medical care, tutoring, psychotherapy--it should be remembered throughout that these specific techniques are not dealing with isolated, discrete segments of the child's life, but are simply attacking particular aspects of a dynamic, integrated life-situation. Treatment must be directed toward the child and his environment as a whole. Consequently whether we speak of direct or indirect therapies is merely a matter of terminology, for if we adopt the organismic, field theoretical point of view, all therapy is direct treatment of some aspect of a unified life-situation.

No hard and fast rules can be laid down for the choice of therapies; their breadth, depth, and duration depend on the individual case and the facilities at the disposal of the clinic staff. During the last two or three decades tremendous advances have been made in the field of therapy. It is expected that similar advances will be made in the years that lie ahead. Consequently an open mind is an essential possession for every child guidance worker.

29. COONEY, Rosemary Santana (Ph. D.). "Cross-National Professional Allocation By Sex: A Demographic-Economic Approach." University of Texas at Austin, 1973. 251 pp. Source: DAI, XXXIV, 9A (March, 1974), 6138-A. XUM Order No. 74-5220.

The gap between a nation's official ideology toward woman's work role in society and the actual situation of women in employment necessitates the investigation of other societal factors affecting female work opportunities. This dissertation examines structural factors, economic and demographic, related to female participation in a specific group of occupations, the professions. The countries studied were primarily from Eastern and Western Europe with the inclusion of the United States, Canada, Australia, and New Zealand. A longitudinal analysis of the United States, 1910-1970, was supplementary to the cross sectional analysis. There were three areas of study:

1. The degree of rate of female participation in the professions.
2. Improvements in the professional female's status as measured

by entrance into the higher status nontraditional professions.

3. The selective process through which improvements in the female's professional status occurred.

With increasing economic development, there is a rise in the female nonagricultural activity rate, the female higher education enrollment rate, and professional demand. These three factors were significantly related to an increase in the female professional participation rate, but were not related to improvements in the female's status within the professions. Opportunities for females to enter nontraditional professions were significantly associated with high economic growth rates and high working age male deficiency. These latter variables create a tight labor market in which the opportunity for selection of labor on the basis of characteristics, such as sex, not directly pertinent on job requirements is lessened. The increased participation of females in the nontraditional professions is a selective, not random, process. Improvements in the female's professional status were concentrated in the lower status nontraditional professions. This research contributes to a further awareness of structural factors affecting female work opportunities and to a distinction between those factors affecting the degree of female professional activity and those factors affecting the status of females within the professions. These data also provide a framework for interpreting declines in the professional female's status that may occur as a nation's economic growth rate slows and stabilizes and as high working age male deficiency dissipates with the passing of generations.

30. COVELLO, Vincent T. (Ph. D.). "The Process Of Status Attainment In Contemporary Societies: A Cross-National Comparison." Columbia University, 1976. 332 pp. Source: DAI, XXXVII, 7A (January, 1977), 4621-A-4622-A. XUM Order No. 76-29,389.

This dissertation examines the process of male status attainment utilizing urban and national survey data from eight societies: Argentina, Australia, Britain, Canada, Mexico, the Netherlands, Northern Ireland, and the United States. Regression and path analysis are employed to obtain estimates for each society of the parameters of a Blau-Duncan model of the socioeconomic life cycle. The main factor which distinguishes the present investigation from most previous studies is that substantially greater attention has been given here to the problem of comparability of measurement. In order to minimize the impact of errors produced by non-comparability, procedures for scaling occupational status and education recently developed by Treiman have been applied to the data. The new techniques ensure findings that reflect actual social structural differences between populations rather than artifacts of differences in the measurement of stratification variables. Thus an objective basis is established from which to empirically assess apparent contradictions presently found in the literature.

After an introductory chapter which includes a discussion of the role of ascription and achievement in stratification systems, Chapter II presents a review of the mobility literature, with particular attention paid to Blau and Duncan's reconceptualization of the study of social mobility as the "process of status attainment." Empirical results of previous comparative studies using the Blau-Duncan model are summarized.

Chapter III examines the process of educational, occupational, and income attainment in three urban areas representing varying degrees of industrialization: Monterrey, Mexico; Buenos Aires, Argentina; and U. S. cities (a sample of U. S. urban areas of over 1,000,000 population). In addition to comparing the process of status attainment in each of the urban areas, five hypotheses suggested by the previous literature relating industrialization and the process of status attainment are empirically assessed. Some proposed links between industrialization and patterns of mobility are partially confirmed by the analysis.

In Chapter IV additional data from six highly industrialized societies are examined: Australia, Britain, Canada, the Netherlands, Northern Ireland, and the United States. Inter-country comparisons uncover differences in the process of status attainment between older European societies and "New World" societies such as the U. S. and Canada. Furthermore, Lipset and Bendix's controversial claim that there are overall similarities in the amount of intergenerational occupational mobility in various Western societies is tested and not confirmed. However, a new level of interpretation is added to the Lipset-Bendix thesis as substantial similarities are discovered in the amount of occupational mobility in large urban areas in both developing and developed societies.

In Chapter V the question is raised whether comparative generalizations about the process of status attainment in large heterogeneous populations hold true for important subpopulations. The differing roles played by ascription and achievement among Protestants and Catholics in Northern Ireland and among blacks and whites in the U. S. are examined. Although the same socioeconomic factors are relevant in the process of status attainment for minority and majority groups alike, the data show that there are generally weaker relationships among status characteristics in the minority subgroup. Furthermore, income differences between minorities and majorities in both societies are too great to be attributed to differences in social origins or prior statuses. Income differences not accounted for by earlier handicaps are attributed to discrimination.

Two overall conclusions are drawn in the final chapter. For all populations studied it is found:

1. That education operates primarily as a mechanism of achievement; only secondarily does it operate as a mechanism of ascription.

2. That prior status characteristics, ascribed and achieved, singly and together, explain only a fraction of the variance in any given status.

31. CRAMER, John Francis (Ph. D.). "Financing Public Education In Australia." University of Oregon, 1937. 131 pp. Source: Eells, p. 212; and Dissertation, pp. 123-127.

SUMMARY

A true state unit type of organization has been developed in each state in Australia. All administrative authority is placed in the hands of an Education Department which controls and supervises the entire school system. Teachers are public servants, and they enjoy complete security of tenure and freedom from political influence or control. Civil service regulations insure state-wide application of salary scales, equitable promotion, assignment and transfer practices, and retirement allowances.

The entire cost of public elementary and secondary schools, as well as of teacher training, is estimated in the budget of the Education Department, and authorized by a "vote" of Parliament. No revenues are set aside especially for school purposes, and no special school taxes are levied in any state. There are no local school authorities in any Australian state, and consequently no local levies for school support.

All income of the state, from whatever source, is placed in the consolidated revenue fund of the state, and the activities of state government are supported by special or general appropriations provided in the general budget of the state and voted by the legislature to be paid from this consolidated fund. The annual budget or estimate of funds necessary for the operation of schools in the succeeding year is compiled by the Education Department, approved by the Minister of Education and the Cabinet and voted by Parliament.

Centralization of control insures uniformity of school standards in all parts of the state, and Australians are very proud of their achievement in providing small rural schools on approximately the same standard of excellence as the city schools. Elimination of small school districts and many administrative and supervisory bodies enables the Australian schools to be operated at a substantial saving over the costs of education in states divided into many small districts.

Uniform standard schools are provided for every part of Australia at a cost per pupil which varies from $29.22 in Tasmania to $43.00 in Western Australia. The cost of public education per capita of state population varies from $4.90 in Tasmania to $5.83 in New South Wales. The percentage of total expenditures on education which are devoted to instruction range from 76.86 per cent in Tasmania to 84.23 per cent in Queensland.

A large proportion of the revenues of each state are derived from business undertakings of the state governments, and an equally large percentage of the expenditures of the states is devoted to these activities. Each state receives grants from the Commonwealth government which in a measure replace revenues from customs and excise duties formerly levied by the states, but now reserved solely to the federal government. From sixteen to forty-two per cent of state revenues are derived from various forms of taxation but the amount of taxes derived from land taxation is comparatively unimportant.

Expenditures for state activities supported by the state consolidated revenue fund are authorized by appropriation acts of Parliament. Debt service accounts for from 32.17 per cent to 47.38 per cent of state expenditures. The percentage of total disbursements of the states devoted to public education ranges from 6.81 per cent in Western Australia to 9.96 per cent in Victoria, with an average of 8.36 per cent in all six states.

The most important types of taxation employed in Australia, as far as yield of income is concerned, are special unemployment relief taxes, income taxes, motor vehicle taxes, probate and succession duties, stamp duties, and land taxes. Income and unemployment relief taxes are based upon progressive rates of taxation which advance rapidly as the total taxable income increases. Tax rates are often computed by means of complex formulas, which depend upon the total taxable income, residence of the taxpaper, and whether the source of the income is personal exertion or income from property or dividends. Non-residents are generally taxed at higher rates than persons domiciled in Australia, and rates of gift and succession taxes depend upon the relationship of the testator to the heirs.

The absence of a great number of local tax-levying bodies simplifies the computation of the tax burden of a given taxpayer, since state and Commonwealth taxes form practically the entire amount payable. High financial emergency or unemployment relief taxes are the result of the Australian policy of providing as much emergency relief and unemployment benefits as possible out of current revenue, rather than from loans.

The financial support of Australian schools can be readily understood because of the simplicity of the system of organization, and also because the method of paying the entire cost of state schools with one appropriation not from the consolidated revenue is readily explained. The complete statistics available in the Education Departments, with every school in the state on exactly the same basis, makes per pupil costs very accurate and significant. From the standpoint of economical administration and efficiency of operation, the Australian plan of a state unit for educational administration and supervision seems amply justified.

D

32. DALE, William Sydney John (Ph. D.). "The Maori Of New Zealand. A Socio-Educational Study In Race Relations." Yale University. 1936. 411 pp. Source: DAI, XXX, 8B (February, 1970), 3462-B-3463-B. XUM Order No. 70-2288.

This study is introduced by a brief survey of the Impacts on Native Life in New Zealand. From the historical data presented the inferences are drawn that the development of the native is, in a large measure, one which he himself prefers to control. The four sections which comprise the main thesis, that the Maori of New Zealand can only develop when in a position to control the forces which shape his life, are set out in order of history; and concern themselves with the following detailed survey:

SECTION ONE

Primitive Education in New Zealand, in which are shown the influences brought to bear on the child almost from birth; the delimitation of the duties according to sex and birth (breeding); the relation between the life of the child and the social organization wherein he is to take a place; the positive educational institutions which are brought to bear upon him and the relation between the individual and the village as a reflection of this system. A summary of the section shows the relation between the psychological and the practical.

SECTION TWO

The Transition Period, when the native first saw the white man as a permanent factor in his life. The contribution of the sealer, the whaler and the trader in the adjustment of the native to a new mode of living and a new set of concepts. The work of the missionaries as a definitely educative factor in the life of the people. The section concludes with an examination of the psychological effects of these impacts.

SECTION THREE

In this section a critical examination is made of the system of native education, keeping in mind the definition of the term as set out in Section One. The historical bases for the system, and the critical periods are considered for their effects on the people as a whole. The question is also considered from the native angle and a short consideration is developed of the factors which the native has placed in the way of development from the pakeha aspect. The merits of living or learning as the basis for an educational policy to be applied to the Maori form the central thought.

SECTION FOUR

How best to meet the needs of the people is developed in the last section. If the thesis that self-determination is the mainspring of action in the development of the Maori people, then, in the light of modern psychology, educational and sociological principles, the shaping of the pattern for the educational growth and development must be in accordance with this aim. The system should include not only schooling, but a development plan that takes in the whole matter of living--socially, economically, and spiritually.

33. DALY, John Alfred (Ph. D.). "Sport, Class And Community In Colonial South Australia." University of Illinois at Urbana-Champaign, 1977. 349 pp. Source: DAI, XXXVIII, 10A (April, 1978), 5988-A-5989-A. XUM Order No. 7803967.

This thesis began with the premise that sporting activities, particularly the extent and class of participation in them, could reflect the values of a particular society and illustrate the social system in action. A sociological framework was used in the analysis of historical data.

Social structure and process were central issues and stratification and interaction were the key conceptual tools used in the study of both small groups (e.g., the sports team/club) and the community to which the group belonged.

The focus of the study, South Australia, was established as an experimental colony in the southern hemisphere in the early years of the nineteenth century. Englishmen sought to recreate "a new Britannia in the antipodes." It was to be an extension of the old society including the social structure. The pioneer settlers replicated all the British institutions including sport.

Sport reflected class in colonial South Australia as it did in England. The "colonial gentry" engaged in symbolic status activities like hunting, polo and yachting. The sports of the "lower orders" were those of the tavern and the turf--skittles, quoits, wrestling, boxing, single-wicket cricket, horseracing--and was accompanied by much gambling. The middle class endorsed sports as "moral and manly" and encouraged team sports, like football and cricket, for the communal values they stressed and the democracy they fostered.

Besides the British immigrants, the colony also attracted German settlers who lived in their own communities and sought to preserve their traditional customs. They formed *turnvereins* (gymnastic clubs) and community rifle clubs and restricted membership to Germans. However, the community team sports of cricket and football together with the development of railways, which brought people closer and more indiscriminately together, did much to erode ethnic exclusiveness.

The tendency of colonial life was to annul the prejudices of English society despite attempts to replicate the social structure of "home." Sport was one of the institutions which cut across barriers of class, ethnic origin and religion. The representative sports teams were a powerful cohesive force in the village communities of colonial South Australia. The "gentry" persisted in their efforts to secure deference and used elite sports as indicators of perceived status. They hunted, conducted horse races and steeplechases, played polo, croquet, golf and tennis. They dressed for the "occasions" so as to be seen to be "different."

The middle and lower classes having immigrated in hope of social equality refused to be awed. Labour had been in short supply in the colony from the first and the energetic and resourceful were well rewarded and highly regarded. Economic independence and material success affected their demeanour and shaped their life style. Sport became their "theatre" as they gained increasing leisure time and as railways and trams linked village communities. The inhabitants of each village identified themselves with their representative teams. The middle class, imbued with a desire for social equality in the new colony, were able to involve the bulk of the population in these representative community sports.

These sports encouraged a blending of all classes and a sympathetic community identification. Ability was the only prerequisite for involvement. Cricket in the colony was the "integrative" sport par excellence and became the colonial carriere ouverte aux talents.

34. DANIEL, Anne Emily (Ph. D.). "Power, Privilege And Status: Occupations In Australia." University of New South Wales (Australia), 1981. Source: DAI, XLII, 2A (August, 1981), 877-A.

Occupation is claimed as a potent and useful indicator of position in society. This study seeks the facts of prestige ascribed to occupations in contemporary Australia and then considers the meaning of prestige implicit in the phenomenon itself.

The subjective and objective aspects of prestige attributed to occupation in turn informed the explanation of prestige that derives from that analysis. Prestige of occupation is general and pervasive, but any consensus mooted must be severely qualified. The subjectivity of prestige assessments impels a fascinating variability which provides a fine discernment of the bases of prestige as collective representation. The report first dwells on this variability to find out what people mean when they attribute prestige to occupation. Then attention is turned to the occupations themselves to examine the relation between prestige and power and privilege attendant on occupation.

Assessments of prestige were sought from diverse sectors of the workforce and from students with quite different vocational aspirations. Respondents in the workforce ranged from unskilled factory workers, tradesmen and clerical workers and their union representatives to chief executives of major industrial and financial public companies and personnel managers of similar companies; it included white collar workers in public and private administration, rural workers, and retired people. Respondents were solicited from these sectors to provide as wide a diversity of perspective as possible. A similar search for diversity prompted the request for participation of students in technical colleges (apprentices to trades), in agricultural colleges, in medical schools, and social science schools in the universities. In coming to the interpretation of prestige derived from the data, these surveys provided a multiplicity of detail drawn together to corroborate the theory. It is not underwritten by one single set of connections or correlations--the discovery of power can elude the social scientist and its measurement remains imponderable. Rather this study invokes the findings of other workers in the field to outline what is reported of the relative power conferred by virtue of occupation and then shows how closely prestige reflects our current knowledge of the gaining and holding of power.

The theorem that prestige reflects power in its manifold forms is evolved only to be qualified; the power that prestige signals must be legitimate, must be acceptable. Usurped authority is without honour. Prestige of occupations comprehends authority, influence and command of resources implicit in an occupation. It is a collective representation that takes account of the multiple connotations of power and privilege acceptable in society.

In exploring this central idea the research confronted many issues that have aroused controversy. The status of occupations is sufficiently general to be a social fact which may be measured. It is drawn from assessments that are cognitive rather than evaluative and that relate to the way power is held rather than to any normative or functionalist ascription. But prestige assessment is related to the social position of the assessor, is affected by sex, by class, and by familiarity with, rather than egocentrism towards, occupations.

Anne Emily Daniel

Prestige is meted fully to those occupations which carry authority, permit autonomy, and require heavy investment of educational capital. Those occupations involving least skill, allowing no autonomy, and giving little job security are lowest in prestige. Prestige of occupations reflects the productive resources, the authority, the work, and lifestyle inherent in the work people do. Its generality throughout society constitutes it preeminently as social fact that is influential, even coercive, in patterns of domination and subordination in Australian society. And this despite sectarian and ideological biases that promote important and instructive variability.

35. DE VAHL DAVIS, Vivianne (Ph. D.). "A History Of The Walter And Eliza Hall Institute Of Medical Research: 1915-1978." University of New South Wales (Australia), 1979. Source: DAI, XLI, 11A (May, 1981), 4816-A-4817-A. (There is a slightly different annotation in DAI, XLI, 6A (December, 1980), 2742-A).

The Walter and Eliza Hall Institute of Medical Research (Melbourne, Australia), is one of the world's leading immunological institutes. Constituted in 1915 and actively involved in research since 1919, it has established a continuing record of excellence.

This thesis is largely concerned with the history of the Hall Institute. The two major themes are its financial problems and the importance of its Director.

Since the Hall Institute is a relatively young research organization, it has been possible to interview both present and former members of staff--scientists, technicians and administrators--including some from its early years. Much of this research has, therefore, involved the collection of oral material. In addition, an examination was made of director's reports to the board, annual reports, archives and files of the Hall Institute; the records or the original funding body, the Hall Trusts; the archives and minutes of meetings of the Royal Melbourne Hospital; and certain files and the archives of the University of Melbourne. Most of the material used, therefore, has come from unpublished original sources which, together with published works, have provided a valuable insight into the operation of the Institute.

Since its inception the Institute has been associated with and physically adjacent to the Royal Melbourne Hospital. In 1945, the

Melbourne University Department of Experimental Medicine (now the Department of Medical Biology) became a part of the Hall Institute, and the Institute's director became professor of that department. The value of these relationships to the Institute, the Hospital and the University are investigated.

The importance of clinical research, introduced in 1947, on morale and public image and the liaison between clinical and basic research are dealt with.

Finance has always been a problem for the Hall Institute, as it is not organizationally attached to any other body, nor is it a government agency. It prides itself on being autonomous and, therefore, free from any constraint on the direction of its research. Until the formation of the National Health and Medical Research Council (N.H. & M.R.C.) in 1937, the Hall Institute relied on private donations, special government grants, and overseas finance. Since then, government funding has been put on a more regular basis. Nevertheless the Hall Institute still relies heavily on private donors, on foundations, and on overseas grants. The effect which this constant search for funds has had on the operation of the Institute is discussed.

The Institute has had four directors, three of whom have played an important part in its development:

1. Dr. Charles Kellaway, 1923 to 1944.
2. Sir Macfarlane Burnett, 1944 to 1965.
3. Sir Gustav Nossal, 1965 to date.

The directors' different attitudes to science and scientists, their own contributions to science, and their ability to attract money and research workers are integral parts of the thesis. Their skill in developing the Institute is discussed in depth.

Among other issues investigated are the importance of postgraduate students and postdoctoral fellows, particularly from overseas; the impact of the Institute's research on immunology throughout the world; the relations between research teams within the Institute; the training and value of technicians; and the quality and cost of experimental mice.

Some comparisons are made between the operation of the Hall Institute and other relevant institutes throughout the world.

The conclusion of this thesis attempts to establish the ingredients needed for the successful operation of a research establishment. The two main areas discussed in this regard are finance and direction, under which most of the important topics can be subsumed.

36. DEVINE, Lester Donald (Ed. D.). "Beliefs, Perception, and Practices Of Seventh-Day Adventist Educators In Australia And New Zealand." Loma Linda University, 1986. 314 pp. Source: DAI, XLVII, 4A (October, 1986), 1128-A-1129-A. XUM Order No. DA8615785.

This research study was designed to document in quantifiable terms the beliefs, perceptions, and practices of the 461 Seventh-day Adventist (SDA) K-12 educators in Australia and New Zealand.

The survey instrument was an updated adaptation of that developed by Plubell (1979) for his study of SDA educators in the American Northwest. The anonymously completed questionnaire for this study sought to determine the Australian and New Zealand SDA educators' attitudes toward denominatinal working conditions, their evaluation of the quality of the SDA schools in which they serve, their perceptions of their lifestyle practices, and an assessment of the degree of educator acceptance of selected SDA teachings was also investigated. In addition to the 51 Likert scale response items, the questionnaire provided for optional write-in responses. The study also attempted to determine the degree of relationship between the educators' responses and the nine demographic variables selected for examination. To this end, four questions to be answered and 40 statistically testable hypotheses were provided.

Data from the study were interpreted through use of the measures of central tendency, percentages, the Pearson Correlation Matrix, and the F-Statistic based on the Hotelling-Lawley Trace.

The most significant of the 14 conclusions were:

a. The teachers in the population surveyed do not make teaching a life long career.

b. The educators surveyed were a very young teaching and leadership group.

c. The survey participants had ambivalent perceptions of denominational working conditions.

d. The educators perceived a need for more professional inservice and curriculum development opportunities.

e. The SDA educators in Australia and New Zealand were strongly in harmony with SDA beliefs as expressed in their lifestyle practices.

f. The beliefs, perceptions, and practices of the Australian and New Zealand teachers were essentially similar to those of their North American counterparts surveyed in the Plubell study.

Programmatic recommendations included the employment of a professional education director in each SDA conference, and sponsorship of master classroom teachers for fulltime graduate study. Recommendations for future research included identification of educator career change factors and surveying SDA minister attitudes toward denominational employment.

37. DONALDSON, Beryl Anne (Ph. D.). "Cultural Legitimacy In The Australian Art World: A Study In The Sociology Of Cultural Production." University of Toronto (Canada), 1981. Source: DAI, XLII, 10A (April, 1982), 4616-A-4617-A.

The thesis is concerned with the occupational world of a particular group of cultural producers--Australian painters and sculptors. It examines the institutional structure in which they work, their occupational ideology, the different ways in which cultural legitimacy can be achieved, and the problems they experience in the area of occupational control. Theoretically, the thesis is centered on the work of Bourdieu in the sociology of art, Johnson and Durkheim on occupations, and Weber on rationality, charisma, and the Protestant ethic. Empirically it draws on the history of Australian art, participant observation, and in-depth interviews with painters, sculptors, art dealers, critics, and art bureaucrats. It takes a symbolic interactionist approach, exploring the ways in which artists and others give meaning to their activities and preserve their sense of occupational control and cultural legitimacy through selective definition of the situation, and attempts to locate this process historically and institutionally.

The thesis establishes a typology of occupational styles which demonstrates the inadequacy of the customary distinction between "commercial" and "serious" artists, and develops an interactive model of the legitimation process which takes into account the extent to which artists themselves act as legitimators, both for each other and for the cultural entrepreneurs--dealers and critics--who are conventionally cast in the "gate-keeper" role. It also examines the ways in which painters and sculptors define their relation to Australian culture, and develops a typology of cultural orientation which demonstrates the extent to which simple distinctions between "centre" and "periphery" provide an inadequate framework for conceptualizing the situation of cultural producers in "peripheral" societies. Finally, the thesis notes the increasing rationalization and bureaucratization of art, considers the implications of this for the occupational ideology of artists and their stereotyped image as "outsiders," and questions Weber's assumption that art would not succumb to the forces of rationalization which he saw as characteristic of the modern world.

38. DOUGHERTY, Edward James (Ed. D.). "Recall And Associative Clustering Behavior Of Australian Mentally Retarded and Mental Aged Matched Normals With A Comparison Of Visually Presented Stimuli Versus Auditorily Presented Stimuli." Rutgers University, 1977. 123 pp. Source: DAI, XXXVIII, 7A (January, 1978), 4089-A-4090-A. XUM Order No. 77-27,937.

The associative clustering behavior during free recall of 28 Australian mental retardates (MA 107.21 months, SD 10.26; CA 201.53 months, SD 13.80) was compared to that of 28 mental age matched Australian normals (MA 108.64 months, SD 9.51; CA 106.60 months, SD 3.98).

Stimulus material was presented visually and auditorily using two separate word lists over four independent sessions. Visually presented material consisted of 16, 2 inch x 2 inch slides of line drawn pictures from four associative groups (body parts, foods, animals, furniture).

Pictures were shown on a daylight viewing screen one every 3 seconds, with timing controlled by a pre-recorded pulsed tape. Auditory presentation consisted of having word lists read, at a rate of one word every 3 seconds.

Each subject received a minimum of five trials per session. For each trial a different randomization of the appropriate word list was used.

The subjects received additional trials if they had not reached the criteria of recalling eight of the 16 words by the fifth trial.

The amount of above-chance clustering was found by subtracting expected or chance clustering from observed clustering.

Expected clustering was obtained by using Bousfield's (1953) formula:

$$E(R) = \frac{m_1^2 + m_2^2 + m_3^2}{n} - 1$$

Observed clustering was defined as the number of times a stimulus word was followed by another stimulus word from the same category. Data were analyzed by using three-way analysis of variance computed on transformed clustering and recall scores. Pearson product-moment correlations were performed to determine the relationship between clustering and recall.

Results indicated that recall and cluster scores for both groups were highly similar but the pattern of similarity between groups is different. For the mentally retarded subjects, high recall scores signified a high cluster score. This, however, did not remain true for the normal group. Results indicated that type of presentation is related directly to strategy in recall. The visual presentation method shows overall that a high recall score (particularly for mentally retarded subjects) was again strongly related to a high cluster score and vice versa.

Overall findings indicate that retardates can effectively use associative clustering skills to facilitate recall. The author recommends that associative clustering skills should be formally taught to the mentally retarded as part of their curriculum.

39. DOYLE, Kenneth James (Ph. D.). "A Contingency Analysis Of The Management Of Innovation In An Australian College Of Advanced Education In A Situation Of Contraction." University of Nebraska-Lincoln, 1980. 462 pp. Source: DAI, XLI, 3A (September, 1980), 956-A. XUM Order No. 8018680.

The Purpose

The primary purpose of this study was to identify potential strategies for innovation in an Australian college of advanced education (C.A.E.) in a situation of contraction. A secondary purpose was to posit contingency propositions for the management of innovation in this situation.

Procedures

A model of the research design was developed incorporating three stages: review of literature; a case study; the formulation of contingency propositions. The first stage focused on: identification of a conceptual framework from contemporary organization theory for the study of system variables affecting organizational performance and the influence of these variables on the innovation process; identification of potential strategies for innovation in the management of higher education in a situation of contraction.

In the second stage, a case study of Kuring-gai College analyzed:

1. Institutional and environmental constraints affecting potential strategies for innovation.
2. Contingency variables affecting the management of innovation in the college.
3. Staff perceptions of the influence of environmental, organizational and situational variables on previous innovations.

In the final stage, contingency propositions were structured from findings in the literature and case study to demonstrate relationships between organization variables and innovation.

Findings

The findings were summarized in terms of the individual research questions addressed in the study.

1a. What is an appropriate framework for analyzing the relationship between the principal system variables influencing organizational performance? A contingency model was identified from the literature as offering a potentially useful framework for analyzing the relationship between organizational variables and performance.

1b. What are the principal system variables influencing organizational performance in an Australian C.A.E. in a situation of contraction? The influence of environmental, organizational, and situational variables on organizational performance was examined in the case study. It was shown that while Kuring-gai College was operating successfully at the level of the environment in relation to its competitors and customers, it was experiencing problems in adapting to the demands of its chief supplier. Principal organizational variables found to militate against the effective performance of the college were organizational conflict and erosion of financial slack. Among situational variables, attitudes and values of top management reflected concern to eliminate the staffing surplus.

2a. What is the relationship between principal system variables affecting the management of an institution and innovation? Proposals for innovation commence with awareness of performance gaps in an organization's relations with its environment. Several organizational variables--structure, complexity, formalization, and centralization--exercise a differential influence on the initiation and implementation stages of innovation. Other organization variables--interpersonal relations, organizational conflict, professionalism, organizational slack, and communications--influence all stages of the innovation process, as do the situational variables--attitudes, values, perceptions, age.

2b. What are the faculty perceptions of the influence of principal system variables affecting the management of an institution on previous innovations at an Australian C.A.E.? Faculty perceived that the variables having greatest influence on previous innovations were: the external influence of the state coordinating authority for higher education; the organizational variables of increased complexity, professionalism, organizational slack, and leadership; and the situational variable of the values of an organizational elite.

3a. What are the potential strategies for innovation in an institution of higher education in a situation of contraction? Five categories of innovation were identified in the literature:

1. Development of new programs.
2. Developments to increase instructional productivity and administrative efficiency
3. New sources of students.
4. New sources of funds.
5. Reorganization and restructuring.

3b. What institutional and external constraints will influence potential strategies for innovation in an Australian C.A.E. in a situation of contraction? The requirements of the highly centralized coordinating system of higher education in Australia coupled with surplus staff and depleted financial reserves provides the principal constraints upon innovation.

40. DUFTY, David Geoffrey (Ph. D.). "Folksongs In The Social Studies In The United States And Australia: An Exploratory Study." Stanford University, 1966. 281 pp. Source: DAI, XXVII, 1A (July, 1966), 137-A. XUM Order No. 66-6336.

Problem and Methodology

The problem posed is: What is the potential use of folksongs in the social studies classroom? The dissertation seeks to establish a methodology and to open up the question rather than to provide a final answer.

It is assumed that the question falls into the scope of the educational methodologist and that his task involves:

a. Looking to the appropriate academic disciplines.

b. Looking to the schools for teaching exemplars.

c. Looking to the educational foundation fields for theoretical guidance on objectives, teaching methods and research design.

The method of the researcher in this pre-experimental study was that of gaining an educated familiarity with the field by a survey of literature, by an "experience survey" consisting of interviews and correspondence with those interested in the study and popularization of folklore and folksongs, and by the undertaking of a brief research project from secondary sources comparing selected United States and Australian songs. Some aspects of this are presented as Chapter III of the dissertation. Comparative sections include: songs of outlaws and bushrangers, of selectors and homesteaders, of cowboys and stockmen, and songs of the goldfields.

The Disciplines

The insights of the academic folklorists provide valuable guidance to the teacher of history. Generalizations such as the following are expanded and illustrated:

a. Folksongs are oral documents helping to check and fill in written history.

b. Folksongs are a key to the social history of the little man.

c. Folksongs provide vicarious experience and aid the appreciation of the achievements of past generations.

The insights of folklorists and ethnomusicologists provide valuable guidance to the teacher of social science. Generalizations such as the following are expanded and illustrated:

a. Folksongs are cultural artifacts.

b. Folksongs illustrate such processes as diffusion, polygenesis and environmental determinism.

c. Folksong reflect political, geographical, and economic phenomena.

Classroom Practice

Some examples of classroom use of folklore, folksongs and ethnic music are described. Some critical comments are made on selected examples of aids to teachers. Further aids are listed in an appendix. A brief description is given of the limited development of folklore and ethnomusicology in Australia.

Theoretical Possibilities

Some objectives based on B. S. Bloom's taxonomy of educational objectives are suggested to assist in clarifying purposes when using folksongs in the social studies.

A table is drawn up relating some current research-based generalizations from learning theory with possible teaching methods when using folksongs in schools. Inquiry methods are emphasized. Further research needs are suggested.

A subsequent table relates the generalizations taken from folklore and ethnomusicology to classroom practice.

Recommendations

a. That use of folksongs in schools move on to a stage where systematic experimental design and data collection are undertaken.

b. That, in the United States, Federal grants be sought for such experiments.

c. That research teams include folklorists and ethnomusicologists, educational psychologists, and skilled classroom teachers.

d. That packaged programs be made available to teachers following on such research.

e. That folklorists and ethnomusicologists meet to suggest basic insights from their disciplines which might be included in the social studies.

f. That folklore studies in Australia need to develop along United States and Scandinavian lines including the development of research centers, archives of folklore, further folk museums, and folklore courses in the universities, colleges, and adult schools.

41. DUNCAN, Ernest Rowland (Ed. D.). "Arithmetic in the United States and New Zealand." Teachers College, Columbia University, 1960.

Source: TCCU DIGESTS (1960), pp. 159-160.

The project aims at comparing the teaching of arithmetic in the elementary schools of the United States and New Zealand. It is concerned with examining the arithmetic topics taught, the teaching methods used, and the learning concepts formed. It is also concerned with discovering the philosophy underlying the teaching of the subject and the forces that shape that philosophy.

The following procedures were adopted in the project: a study of the literature on the cultural and technological factors in the two countries which are likely to affect the teaching of arithmetic; a study of the educational philosophies of the two countries, with particular regard for their effect on the teaching of arithmetic; a study of the literature on the history of the subject, as well as its present theory and practice in both countries; a study of arithmetic textbooks, manuals, and study guides in use in both countries; visits to American schools to secure some familiarity with American classroom procedures (the candidate had already had considerable experience of New Zealand classroom procedures); the administration of arithmetic achievement tests to a group of 200 twelve-year-olds in Teaneck, New Jersey, and New Plymouth, New Zealand.

The major conclusions of the project were the following: The teaching of arithmetic is affected by the cultural, social, and technological differences in the two countries being compared. In both countries the basic philosophy of teaching arithmetic is consistently maintained throughout the various phases of the subject. The American philosophy stresses both the social and the mathematical aims of arithmetic; the New Zealand philosophy places more stress on its values as a tool subject. The American approach emphasizes meaning and discovery as basic principles in teaching; the New Zealand approach places more emphasis on drill methods. American teaching methods are consistent with the field theories of learning; New Zealand methods rely more on a modified connectionism. The New Zealand program is seriously handicapped by the use of the English monetary system and this was reflected in the achievement tests. The tests also disclosed that meaningful teaching can secure better results for older children than methods based on drill.

42. DUNN, John Gilding (Ph. D.). "The Identification Of Factors Affecting The Acceptance Of Social Studies As An Integrated Subject Within The Curricula Of Secondary Schools Of South Australia From 1950-1977." Michigan State University, 1981. 177 pp. Source: DAI, XLII, 2A (August, 1981), 523-A. XUM Order No. 8117227.

This study sought to identify the factors affecting the acceptance of social studies as an integrated subject in the secondary schools of South Australia between 1950 and 1977. The first stage of investigation, using the historical method, explored opportunities for the teaching of social studies by focusing upon the control of the curriculum in the highly centralized educational system of South Australia during the period in question and examining the effects of Federal government initiatives upon curricula. The second stage of the investigation sought to determine, at the level of the individual school, reasons for the decision to accept social studies in preference to the single disciplines of history and geography.

Two instruments, each containing checklists of factors possibly affecting acceptance or rejection of social studies, were administered to convenience samples of ten schools identified as strongly accepting of social studies and ten schools which had little or no social studies in their curricula, respectively. An interview schedule was also designed, using Rogers and Shoemaker's paradigm of the innovation-decision process as a framework, to provide background information and data supplementary to that obtained from the checklists. In the final stage of the investigation, two case studies involving visitation, observations, and interviews with current and former members of school staff were conducted with an accepting school and a school with a long-standing rejection of the social studies.

Stage one of the study revealed the long-standing dominance of the university's Public Examinations Board upon all levels of the curriculum, serving to favor the single disciplines of history and geography. The Alternative Course introduced by the Education Department for lower-ability children brought social studies into many high schools, but confirmed its low status. The concept of a Junior School Curriculum created a climate more favorable towards social studies as did the introduction of open-plan schools with emphasis upon subject integration. Federal influences upon curriculum emerged in the study as mainly indirect, but considerable. Federal provision of finance for social science projects, the establishment of a national committee and state working parties in social science, the production of social science materials, encouragement of research, and the organization of workshops and conferences developed support for social studies within the states.

The study revealed that schools tended to maintain their established pattern of either the social sciences or social studies in the curriculum. Factors perceived as strong or very strong influences in the non-acceptance of social studies by individual schools were: teachers not wishing to teach the subject, lack of appropriate subject background of classroom teachers, social studies not being a matriculation subject, a single discipline background of senior staff responsible for school faculties, and vagueness or nature of content of syllabus statements. The accepting schools perceived strong or very strong influences in the acceptance of the subject to be: enthusiasm of teachers for the subject, the school philosophy favoring the subject integration, and the influence of senior staff encouraging acceptance of the subject.

Recommendations arising from the study included reference to schools' engagement in continuing review of curriculum in terms of pupil needs, awareness of the forces affecting the present curriculum, the preparation and dissemination of a rationale for social studies, provision for inservice and preservice courses relevant to social studies, and an exploration of means of achieving social objectives either through the single disciplines of history and geography or through the introduction of social studies.

E

43. EKOVICH, Steven Rudy (Ph. D.). "The Enigma Of Productivity: Elton Mayo And The Origins Of American Industrial Sociology." University of California, Irvine, 1984. 557 pp. Source: DAI, XLV, 12A (June, 1985), 3564-A. XUM Order No. DA8502989.

This dissertation is an intellectual biography of Elton Mayo (1880-1949). Mayo is recognized as the founding father of American industrial sociology and the school of personnel management known as the "human relations" movement. Although Mayo was born, brought up, and educated in Australia, it was in the United States that he made his most significant intellectual contributions. His first advanced studies were in medicine, which he later gave up to study philosophy and psychology. He became interested in the psychoanalytic writings of Freud, Jung, and Pierre Janet and pioneered in the introduction of their thought into Australia. He began his career in the United States in 1923 at the Wharton School of the University of Pennsylvania. It was there that he seriously began doing research into industrial problems related to worker motivation. It was also at this time that he added an anthropological perspective to his research and thinking. In 1926 he was given an appointment at the Harvard Business School. He spent the rest of his career there before retiring in 1947. It was while at Harvard that he made his world-wide reputation, most notably by his involvement in and interpretation of the first large-scale industrial relations experiments in the United States, the Hawthorne experiments at the Western Electric Company in Chicago. One result of the experiments was the discovery of what is now called the "Hawthorne Effect," the starting principle of all human behavior research which states that the mere design of an experiment plays a distorting role in the final results. This intellectual biography attempts to situate Mayo against the background of his different social and intellectual milieux.

44. ELLIOTT, Michael John (Ph. D.). "The Social Education Materials Project (SEMP). (A Case Study Of Its Implementation And Use In Selected Secondary Schools In The State Of Victoria, Australia, During 1979.)" Stanford University, 1982. 344 pp. Source:

Michael John Elliott

DAI, XLIII, 9A (March, 1983), 2873-A. XUM Order No.

DA8301209.

The study investigates the attempts to implement and/or use an Australian curriculum development project--SEMP--in particular classrooms.

The study incorporates a case mode of investigation. Hypotheses were derived from the detailed study of two SEMP-using cases, one in each of two schools. As a basis for comparison two non-SEMP cases in the same school were examined. Methods employed included classroom observations, interviews with participants, and analysis of documents retained by teachers.

To provide a more general context an attempt was made to assess motives for adoption and use or rejection of SEMP materials in a small number of schools outside those examined in the case study schools.

It is asserted that where adoption of curriculum materials is made on the basis of likely usefulness to effect ends determined by users (teachers) which are different/other than those of the developers, then in these cases use is held to characterize such employing of the materials rather than implementation.

Teachers' decisions concerning choice of SEMP resources for use were influenced by their assessment of the materials; their judgments about practical feasibility; their beliefs concerning preferred approaches and strategies; and their views concerning the means best adopted to help students to become autonomous learners.

What also appears evident is that the constraints and contexts which transform curricular intentions (devised by developers who aim to innovate in the curriculum field) lead to an insertion of the material as an aid in existing practice rather than substantially altering existing practices, beliefs, judgments and deliberations in the procedures associated with classroom practice.

These findings, however, must be seen as raising doubts rather than as establishing general trends or patterns of response. In the final analysis it is the distinction between the concepts of implementation and use which becomes evident from the data, a distinction not sufficiently discussed in the existing literature.

65. EVANS, Kenneth Williams (Ed. D.). "Planning In Education: A Case

Study In The Education Department Of Western Australia." Uni-

versity of Toronto (Canada), 1985. Source: DAI, XLVII, 3A
(September, 1986), 726-A.

The purpose of this study was to identify and describe the planning processes used by the Education Department of Western Australia, to analyze them in terms of the theoretical perspectives of Stafford Beer, and to suggest improvements to the planning process which could lead to better planning outcomes. The problem was stated specifically in the form of four research questions.

Stafford Beer's theory of a viable system provided the theoretical framework for the study. Beer posits that all viable systems perform five functions (systems one to five). Furthermore, Beer states that viable systems are recursive, so that the system one (operating system) at one level of recursion contains within it the five functions of the next lower level of recursion. Planning is continuous, only occurring when a decision to commit resources is made, with plans aborting as new information becomes available. Planning occurs throughout the organization.

The study proceeded as a case study of the 1981 introduction of senior colleges in Western Australia. Data were gathered through partially structured interviews and documentary analysis. Thirty individuals drawn from head office, regional office, and senior college/senior high school levels of the Education Department, and from the Teachers' Union, the Parents' Association, and the State's major political parties, were interviewed. Each interview question was analyzed separately, and a narrative account was written, ensuring that the major views of each group, head office, regional office, school/college, and environment were presented.

The study confirmed the centralist nature of the administration of the Education Department and demonstrated that the regional level of administration is not a viable system, in terms of the theory, and not a separate level of administration. The study also found that the organization's planning functions appeared to be confined to head office. Recommendations for system redesign called for greater autonomy of regions and of schools. Redesign was aimed at improving planning functions in the organization as a whole, and utilizing the organization's resources, particularly human resources, more effectively.

66. EWENS, Wilfrid Wallace (Ph. D.). "Gordon Young: The Passing Of
An Era." University of Oregon, 1978. 164 pp. Source: DAI,

Wilfrid Wallace Ewens

XXXIX, 7A (January, 1979), 4121-A. XUM Order No. 7901073.

The purpose of this study was to research and analyze the contribution of Gordon Young, M. B. E., M. Ed., B. A., B. Sc., to the development of physical education and recreation in New South Wales, Australia, and to determine his leadership style as perceived by his subordinates, his superiors and community leaders.

Data were obtained from:

1. Official files of the New South Wales Department of Education, The National Fitness Council, the New South Wales Department of Sport and Recreation and from Mr. Young's personal papers.
2. A questionnaire distributed to a sample of fifty persons, representing subordinates, superiors, and community leaders associated with Young. The sample was selected from a source list provided by his intimate working associates. Thirty-nine responses (78%) were returned.
3. Personal taped interviews with six people most closely related to Young and his work.

The data were subjected to external and internal criticism. To support the qualitative evidence a quantitative measure, the Leader Behavior Description Questionnaire Form XII (partial) was administered. In accord with Halpin's assumption, ten respondents from each group of subordinates, superiors and community leaders were surveyed. Ten, seven and eight returns respectively were received.

The evidence from both sources supported the hypothesis that Gordon Young was instrumental in the development of a coherent and comprehensive system of physical education and recreation in New South Wales. Before his appointment, in 1938, physical education was little more than a series of military-like drills and sport was limited to the elite. In a period of thirty years he developed an administration which established in the schools a curriculum based on sound educative theory. It was enriched by extensive swimming and camping programs. Professional preparation courses, advisory services, facilities and appropriate equipment were developed to meet the needs of the state. In community recreation he established play centers, camping and vacation swimming schools for school age children. For teenagers and adults he introduced community use of school facilities and developed a recreation complex at Narrabeen Center. As well as providing a facility for recreation activities the complex became the venue for extensive sports coaching and training programs. The development of the Recreation Leadership Diploma gave him the essential staff to introduce community based leisure education and programs.

The LBDQ provided quantitative evidence to support the hypothesis that Young would be perceived as positive in both organizational achievement and organizational maintenance. Means on the two limensions, Initiation of Structure and Consideration were: subordinates 31.6 and 33.4, Superiors 40.43 and 39.86, and community leaders 42.75 and 41.63 respectively. All means were above the mid point of the possible range.

The hypothesis that respondent groups' perceptions would not differ in degree was not upheld. Newman-Keuls post hoc comparisons showed that the perceptions of superiors and community leaders were not significantly different. For Initiation of Structure the difference in mean scores was 2.32 (CR.$_{05}$ 5.89) and for Consideratio 1.77 (CR.$_{05}$ 5.817). Subordinate perceptions were significantl less positive than superiors or community leaders on both dimesions. For Initiation of Structure the difference in mean scores between subordinates and superiors was 8.83 (CR.$_{01}$ 8.0), $p < .0$; and between subordinates and community leaders 9.15 (CR.$_{05}$ 7.12), $p < .05$. For Consideration differences in mean scores between subordinates and superiors was 6.46 (CR.$_{05}$ 5.817) $p < .05$ and between subordinates and community leaders 8.23 (CR.$_{05}$ 7.04) $p < .05$.

47. EYERS, Vivian George (Ph. D.). "Environmental Knowledge And Beliefs Among Grade 10 Students In Australia." Oregon StateUniversity, 1976. 152 pp. Source: DAI, XXXVI, 10A (April, 976), 6626-A-6627-A. XUM Order No. 76-7747.

The purpose of the study was to survey aspects of environmenta knowledge and beliefs among Grade 10 students in Australia, inthe belief that such information would be useful for workers in th developing field of environmental education there.

A survey instrument prepared and used for a similar purpose inthe USA was used in the study, after adaptation to suit the Austraian situation. The new instrument contained 40 items in two areas called "knowledge" and "beliefs." One of the 30 items in the nowledge section was designed to trace the major source of studer information about the environment, while one of the 10 belief itms concerned perceived local problems. Best responses were identfied for each of the 29 multiple choice knowledge items, while a seected panel of environmentalists and educators provided a common eference point for the nine remaining belief items, so that a cmposite attitude measure could be obtained. This reference point was that of an attitude favoring the preservation of homo sapiens.

In modifying the original instrument, the SMOG grading was used to ensure that the readability of the final instrument was at the Grade 10 level.

From a two-stage sampling method in which the first stage (secondary schools) was drawn with a probability proportional to size, 174 schools were asked to each provide 30 students who would complete the instrument. Within each of the six Australian states, all school types (Government, Catholic and Independent) were represented in the proportion of their Grade 10 populations.

The collected student responses were analyzed by standard computer programs, with comparisons being made with respect to the independent variables of state of residence, school type, region (metropolitan or not), sex and membership of a self-identified group derived from responses to the "major source of environmental knowledge" item.

For item by item comparisons, chi-square measures were used to investigate hypotheses that the frequency of correct knowledge responses, or of agree-with-panel belief responses was the same for each group within the independently variable sample populations. In an attempt to avoid spurious significances, and to emphasize practical differences, a confidence level of 0.001 was chosen.

Analysis of variance procedures were applied to the means of total knowledge and total attitude scores. The same confidence level was used again.

Findings

Of the 174 schools approached, 160 or 92% replied positively, providing the responses of 4,821 students.

A general examination of the responses revealed a number of areas of knowledge inadequacy. The composite attitude displayed was one which could be regarded as supportive of measures designed to preserve the species homo sapiens. Responses to several items suggested that such positive and general attitudes might not be stable when individual conveniences or freedoms were threatened.

On an item by item basis, most differences in response were associated with state of residence, with sex and with membership of one of the self-identified "source of knowledge" groups.

When total scores were considered, differences in the knowledge section were associated with sex and "source of knowledge." Males gave superior responses to those from females in this section. In the attitude section, differences were associated with school type, region and with knowledge source, but not with sex.

Responses to the "source of information" item indicate that as far as these students are concerned, schools are not yet providing them with special environmental education courses which supply the major component of their knowledge about environmental matters. On the other hand, the very positive response of the schools to the study is taken as an indicater that Australian secondary schools have a high degree of interest in gaining information which could be useful to them in future environmental education programming.

F

48. FAHY, Patrick Stephen (Ph. D.). "The Effectiveness On Christian Criteria Of 17 Australian Catholic High Schools." Boston College, 1980. 444 pp. Source: DAI, XLI, 3A (September, 1980), 1009-A. XUM Order No. 8017609.

This empirical study reviews research on effectiveness of Christian schools on religious criteria and searches out key predictors of Christian outcomes. It examines whether school-related factors have a unique relationship with these outcomes over and above that of home, peer-group or student personality factors. Four criteria are defined:

1. Christian faith of students.
2. Catholic practice of students.
3. Social justice awareness of students.
4. Christian community of staff.

The data used was gathered from self-report attitudinal instruments developed over two years and administered in 1977 to Year 10 (sophomore), Year 12 (senior) students and staff in 17 Catholic secondary boys' schools in Australia. This non-random sample yielded responses from 2,821 students (98 percent) and 448 staff (93 percent).

Factor analysis was used to contruct 23 scales. Data was aggregated to school and class means and nested analysis of variance employed to determine proportions of between-school and between-class variance in the four criteria. Predictor measures were grouped into five sets, students' perceptions of home, peer-group, school and personality factors together with staff perceptions of the school environment. Commonality analysis partitioned the variance in each outcome criteria among the five sets of predictors.

Christian faith of students is indicated by an acceptance of Jesus as a real person in their daily life, a sense of God as a loving Father and the Spirit as an influence in present life. Catholic practice is indicated by students' reported attendance at Mass, sacraments, and personal prayer. Social justice awareness is indicated by expressed concern for the poor and justice for deprived groups such as Aboriginals. Christian community of staff is indicated by sense of cohesion among staff. Over 90 percent of variance in student measures is associated, not with school or class means, but with individual students. Taken together the five sets of predictors are able to explain 48, 37 and 31 percent of the variance in individual student's Christian faith, Catholic practice, and social justice measures respectively.

The strongest unique predictors of students' Christian faith are their perceptions of the school especially the actual importance attached to religious goals. Student press for a more liberal education and staff acceptance of a religious goal framework for the school are important.

Social justice awareness of students is best predicted by students' perceptions of school-related factors. Students' view of the actual importance attached to Christian goals of the school, their press for a more socially relevant education, and their satisfaction with the current religious education program are important.

Catholic practice of students is most strongly predicted by parental religiosity, whether or not parents go to Mass and encourage their children to do so.

Christian community of staff is best predicted by students' and staffs' view of the school environment. Where students see importance being given to religious goals of the school staff, community tends to be stronger. Staff support for the Christian goals and satisfaction with just working conditions are also positively related to their sense of community.

The conclusion is reached that, within the limits of the schools studied and the measures used, school-related factors do have a positive, unique relationship with three of the four Christian outcomes over and above home, peer-group and student personality factors. For these late adolescents there is some evidence of the secondary socialization of the school. The study concludes with 29 policy recommendations for Christian schools.

49. FARQUHAR, Reginald Noel (Ed. D.). "Comparative Extension Education In Anglo-Saxon Countries With Particular Reference To Australia." Cornell University, 1961. 379 pp. Source: DAI, XXII, 10 (April, 1962), 3505-3506. XUM Order No. 61-6846.

Problem

The purpose of this study was to describe and analyze comparatively the educational processes in Anglo-Saxon countries which have come to be characterized as extension education. The study aimed to give particular attention to the implications of the results of the comparative studies for extension education in Australia.

The basic problems recognized at the beginning of the study were those of terminology and methodology due to the fact that comparative extension education was a new field of study.

Procedure

The comparative method of study as used in other fields was adopted. That is, the historical research approach was taken to establish common origins and to trace evolutions and interrelationships of the various programs of extension education. This established a common base for the definitions, principles, and concepts developed and indicated the behavioral sciences whose principles support extension education. Selected principles and concepts of psychology, sociology, education, and administration were appended as an important part of the frame of reference for the study of comparative extension education as developed in Part I of the dissertation.

This frame of reference was then applied to a study of the extension education programs of the United Kingdom, the United States, Canada, Union of South Africa, India, and Australia. Information was obtained from a literature search supported by specific queries by letter to many organizations in the several countries. The study described in Part II of the dissertation was confined to a broad survey largely of the comparative history, organization and philosophy of extension education programs in the selected countries.

Conclusions

Extension education had its formal beginning in the university extension programs started in England in the nineteenth century and was adopted and adapted by many countries, particularly the other Anglo-Saxon countries. Many social, political, and economic factors influenced the evolution of the different programs of extension education in the various countries studied. Agricultural extension became the dominant program of extension education in several countries, notably in the United States. But the recognition of all extension programs as extramural educational programs of educational institutions or organizations, involving a voluntary clientele, with a common historical origin but different evolutionary environmental influences, allowed meaningful comparisons to be made between the present different programs.

This study indicated a definite trend towards a synthesis of subject matter in extension work and an integration of extension education with other public programs and services. The older programs of extension education have commenced to broaden the base of their programs, in both subject matter and clientele. The newer programs, such as the community development type of program, have adopted extension education as one of the processes used to achieve the objective of development of the people.

The study drew attention to the necessity for breadth of training and of approach of extension workers. All the programs studied dealt basically with developments of the people by education. The principles of psychology and sociology as stated in the frame of reference demanded an appreciation of the "whole man," "whole family," "whole community," etc., approach in extension work, with consequent integration of subject matter. The term "rural ecologist" was used to describe the integration role of the agricultural extension worker.

50. FIALA, Oliver Oldrich (Ph. D.). "The Relationship Of Dramatic Arts To The Contemporary Conceptual Trends In Secondary Education And Its Implications For Australia." University of Colorado,

Oliver Oldrich Fiala

1968. 435 pp. Source: DAI, XXIX, 2A (August, 1968), 696-A-697-A. XUM Order No. 68-12,400.

In Australia, especially in New South Wales, there is at present considerable uneasiness about the role and organization of the dramatic arts in the secondary schools. A reappraisal of their status is imminent. A study of the United States patterns in this field should provide models useful to such a reappraisal.

The purposes of this study were to gain insights into the American theory underlying the existence of the dramatic arts within the wider contemporary framework of secondary education; to analyze the dramatic arts as a field of study in each country in order to arrive at their characteristic features; to contrast the similarities and differences; and to draw theoretical, practical, and research implications leading to recommendations which would be of significance for further deliberations in Australia, and, secondarily, in the United States.

By its methods, the study qualifies as a comparative and conceptual investigation. A survey of the pertinent aspects of general educatinal theory and practice in America and Australia resulted in a deeper understanding of contemporary trends and provided a basis for a contrastive analysis of the two countries. Results of the analysis are presented, in the report, by comparing historical developments, theoretical purposes, curricula, teacher preparation and utilization, instructional practices, facilities and resources, as they apply to the field of dramatic arts teaching in comprehensive secondary schools.

Major conclusions are:

Historically, similar origins, comparable political systems, and analogous problems arising from the pursuit of the democratic ideal as a way of life stimulated broadly similar trends in finding solutions to educational problems. Although the schools are not identical in several respects and differ radically in their centralized and decentralized organization and control, both countries continue to be committed to the establishment of equality of educational opportunities and maximum individual student achievement by providing general education for all up to the age of sixteen and a diversified schooling in the senior years. Within this framework, dramatic arts play a relatively small part in the curriculum and, if considered at all by the general education theorist, are given mostly extracurricular status. In the United States, the field is well established as a discipline at the tertiary level. At the secondary level, although dramatic arts of some kind are offered on a co-curricular or extracurricular basis in a majority of secondary schools, greater curricular acceptance in the future will depend on formulation of a more adequate and comprehensive theory, much more concentrated research pertinent to the secondary phase of education, and the delineation of the unique contributions dramatic arts can make toward maximum self-realization of students within the objectives of general education. The insights gained into the causes which shaped the development of the dramatic arts movement and the amount of progress already achieved in the United States should prove of positive value to the Australian educators. In Australia, the present stage of development in this area resembles that of America in the early twenties of this century. The field is not recognized as an academic discipline at the universities and, consequently, no provisions exist for specially trained teachers. This study establishes the fact that unsatisfactory conditions of teaching dramatic arts within the English program are directly related to inadequate teacher preparation, narrowly conceived content and scope of courses, and insufficient provisions of time and material resources. It suggests a number of possibilities (regarding direction and scope) which should be considered during the organization and planning of future developments.

51. FITZGERALD, Thomas Kay (Ph. D.). "The Social Position Of The Maori University Graduate: A Reconsideration Of Some Theories Of Acculturation and Identity." University of North Carolina at Chapel Hill, 1969. 403 pp. Source: DAI, XXXI, 5A (Novemler, 1970), 2176-A. XUM Order No. 70-21,195.

In general this research is concerned with a reconsideration of some models of acculturation and identity, using a select sample of Maori university graduates, and asks both some sociological questions about the social position of these individuals and some psychological questions concerning the functions of cultural or ethnic identity.

Previous studies of acculturation in New Zealand have described processes of assimilation which preclude changes based on individual choice--"forced acculturation," if you will. They often utilized homogeneous, equilibrium models of society that tend to ignore, and hence often fail to appreciate, the role of cognitive choice in cultural change. Research on identity has also followed these unidimensional continuum models.

We adopted, instead, a situational approach and employed role analysis as a major research tool. We utilized a process (or systems) model of society which assumes that socio-cultural systems are inherently structure-elaborating and changing rather than always in equilibrium, and we came to the following conclusions regarding acculturation and identity among Maori university graduates:

1. The Maori university graduate cannot be classified in any simple schemes of assimilation or acculturation. The reality involves complex, interrelated subcultural levels of organization and various dimensions of culture. These structural categories we call "macro- and micro-levels" and "manifest and latent dimensions" of culture, respectively.

2. Rather than viewing structure as static and change as pathological, change is seen as a natural process of adaptation and development. Situational emphases turn attention from unimodal patterning to multimodal functioning.

3. Utilizing a process (or systems) model of society, we recognize different types of change, e.g., individual versus system change. Instead of the linear relations of the older models, more complex and dynamic relationships are suggested; emphasis is on system variability rather than unimodal patterning. Hence acculturation (culture change) can no longer be seen as change proceeding along a linear gradient from "least to most acculturated."

4. Social identity among these individuals, to a large extent, operates selectively, depending on the "definition of the situation," e.g., setting, interaction, and expectation, rather than on any arbitrarily selected culture traits or "degrees of acculturation." The principle of commitment, however, operates to assure continuity and stability of cultural loyalties that override these often conflicting situational (social) identities. The distinction between cultural and social identities is fundamental.

5. Although identity and culture are not isomorphic, the Maori subculture, or micro-culture, is still emotionally satisfying to the degree that it commands the allegiance of the graduates as a group. The graduates use the subculture as their reference group of identification and the general New Zealand culture as a valuation group, even when most of the manifest behavior is in the latter.

6. Hence, rather than losing their identity as Maoris in any simplistic process of "acculturation," the Maori university gradu-

ates have added a new dimension of complexity to the New Zealand brand of cultural heterogeneity.

52. FITZSIMMONS, Brian Arthur (Ph. D.). "The Place Of David Williamson In The History Of Australian Drama: A Provisional Perspective." Universtiy of Colorado at Boulder, 1982. 364 pp. Source: DAI, XLIII, 4A (October, 1982) 974-A-975-A. XUM Order No. DA8221075.

Until the late 1960s, Australian drama lagged far behind other art forms in interpreting Australian life to Australians and the rest of the world. It was left chiefly to painters, poets, and novelists to exercise this function to any significant degree.

However, in the late 1960s, a conjunction of social, political, culture, and educational forces saw the appearance of an increasing number of new Australian plays in new Australian theaters. By 1980, a whole new literature of Australian drama had appeared, and Australian plays had replaced those by English and American playwrights in gaining the biggest theatre audiences across the country.

Of the large crop of dramatists who were turning out new plays for the new theatres, none has been as successful as David Williamson in obtaining audiences. Williamson's work has probably been seen by more people than the combined work of most of the other playwrights.

Thirteen years have now passed since the appearance of Williamson's first full-length play, and during this time nine of his plays have been produced and published. No substantial study of his work to date has been done. It has therefore been deemed to be an appropriate time to attempt some provisional assessment of Williamson's importance to the history of Australian drama, and it is the purpose of this study to make this attempt.

The procedure adopted is to provide first a general outline of the history of Australian drama, followed by a more detailed depiction of the "new wave" of drama which began in the late 1960s. After next recognizing the nature and extent of Williamson's impact on Australian theatre, the body of the study is devoted to a detailed examination of the qualities of Williamson's nine plays. This examination is based on close readings of the plays, supplemented by a reading of the critical literature which has been written on Williamson.

Finally, the study uses the accumulated evidence provided by the analyses and evaluations of the plays to draw provisional conclusions concerning Williamson's qualitative place in the history of Australian drama.

53. FLINT, Joseph Rex (Ph. D.). "Proposal For a Northern Territory Tertiary Education System." University of Oregon, 1982. 188 pp. Source: DAI, XLIII, 2A (August, 1982), 379-A. XUM Order No. DA8215300.

The purpose of this study is to make proposals for an administration pattern for tertiary education in the Northern Territory of Australia.

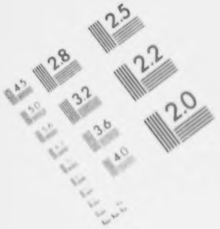
The methods adopted are:

1. comparative, drawing on practices in other Australian jurisdictions, and on some foreign models, particularly in the United States.
2. an analysis of the perceived needs of the Northern Territory from the viewpoint of Government, manpower requirements, resources, and educational requirements.

Part 1 of the study is designed to focus on the expectations relating to the provision of a system of colleges in the Northern Territory. The educational emphasis of the existing college is studied as a recognizable element in the future development of a college system.

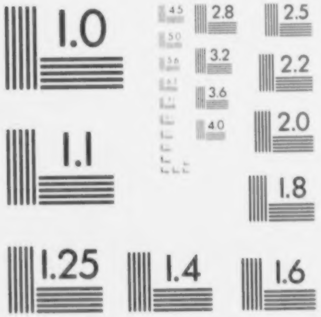
Part 2 of the dissertation provides a justification for the proposal from four perspectives:

1. Political. The implications of self-government are examined in relation to federal regulation and local needs.
2. Manpower. Demographic information and implications of manpower training for Northern Territory development are studied, particularly as they relate to potential student numbers.
3. Resources. The financing of tertiary education is viewed primarily as a federal responsibility, administered through the Tertiary Education Commission.


2.5
2.8
2.2
4.5
3.2
2.0
5.0
3.6
4.0

4.5
2.8
5.0
2.5
3.2
3.6
2.2
4.0
2.0

100 mm


1.0
4.5
2.8
2.5
5.0
3.2
2.2
5.6
3.6
4.0
2.0
1.1
1.8
1.25
1.4
1.6

[illegible]

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz1234567890

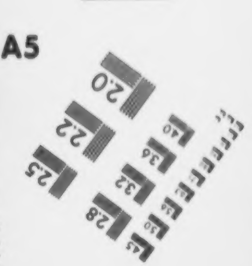
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

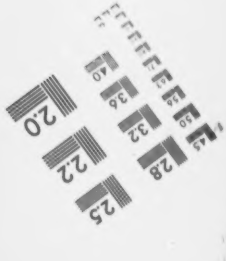
1.0 mm

1.5 mm

2.0 mm

A5


2.0
2.2
4.0
2.5
3.6
3.2
2.8
5.0
4.5


2.0
4.0
3.6
2.2
3.2
5.0
2.8
2.5
4.5

Joseph Rex Flint

4. Educational. Against a background of tertiary education prior to self-government, consideration is given to educational reports and course accreditation, particularly the "Williams Report."

This study provides several recommendations for an administrative pattern for tertiary education in the Northern Territory of Australia: provision of colleges at regional centres, delay in the establishment of a university, provision of college governance by councils and coordination of institutions by a tertiary education authority.

54. FLYNN, Peter Francis (Ed. D.). "Faith, Socialization And Education In Faith With Reference To Australian Catholic Schools." Columbia University Teachers College, 1977. 305 pp. Source: DAI, XXXVIII, 10A (April, 1978), 6034-A. XUM Order No. 7804456.

It is widely recognized that there is a crisis in Catholic education in Australia today, particularly with reference to the Catholic school. The crisis reaches the rationale of the schools as sponsors of the education in faith of students, and is expressed in the form of parental dissatisfaction with the schools' education in faith programs. The situation, moreover, appears to be one experienced today by many Christian churches engaged in education.

Within the framework of the above crisis, this dissertation contends that Vatican II represented a profound modal shift in the Catholic Church's understanding of religious faith. As both a momentous event and a profound movement within the Church, Vatican II endeavored to move the normal, or average, Catholic understanding of faith from a conventional level involving assent to beliefs to a more personal and reflexive faith pattern. One foundational issue of the present crisis involves, therefore, different conceptions of the nature of faith, and, consequently of its mode of communication. Three aspects of this problem are addressed in the dissertation.

The first concerns the very different notions of the nature of faith on the part of those engaged in education in faith. To some, faith is conceptually formulated in terms of belief, knowledge, doctrine, and assent. To others, faith is more existentially realized in terms of commitment, trust, fidelity, and relationship. This study examines the nature of faith and its development in the light of the work of James Fowler and uses this framework to explore in turn

Peter Francis Flynn

religious faith, Christian faith, and Catholic faith following Vatican II. Stages in the development of religious faith are proposed.

The second aspect which the dissertation confronts is: How is this religious faith communicated? It is contended that this takes place through a process of religious socialization. Accordingly, socialization in general is examined, together with its religious dimension. The literature of the social sciences concerning values is next explored to discover if it can illumine the way in which ultimate values such as faith are transmitted. In the light of the close parallel found between the way faith considered sociologically as a value is transmitted, and the stages in religious faith development referred to above, a socialization model of education in faith is proposed.

Third, two forms of intentional religious socialization of faith are addressed in the light of this model: education in faith (catechesis), and the Catholic school. While the strength of the socialization model as a holistic approach which highlights the social, communal, and cultural dimensions of faith is recognized, it is contended that its comprehensiveness may also be its weakness. How does one go about it? It is suggested that religious socialization of faith not only requires the nurture of a community, but also some structure or framework, such as catechesis and the Catholic school, in which it can, at times, be intentionally operative.

In the midst of the dialectic or tension inherent in the opposing conceptions of faith, education in faith should endeavor to bring about a positive synthesis in which faith is viewed as personal encounter with a God who reveals and speaks, and so lead to a synthesis of the cognitive and affective dimensions of religious faith.

55. FRANCIS, Barbara Richardson (Ph. D.). "Effect Of Maternal Employment On The Socialization Of Sex Role And Achievement In New Zealand." Cornell University, 1975. 349 pp. Source: DAI, XXXVI, 4A (October, 1975), 2452-A-2453-A. Xum Order No. 75-22,994.

Forty-six middle class families from Dunedin, New Zealand, were observed in their homes as they engaged in tasks linked to success in school and future careers. The mothers in half of the families were engaged in full-time employment. Each family included two opposite-sex siblings between the ages of eight and eleven. These children along with their mother and father were the target of the investigation. Each interview lasted approximately two hours.

Two types of tasks were designed to allow for systematic observation of intrafamilial achievement expectations, training, and behavior. Both tasks were linked to success in school and future careers. The first task called for the children to stack blocks while blindfolded and single-handed. Parents were allowed to give "hints." The second series of tasks involved parental performance as well. Family members were asked to select "puzzles" of varying degrees of difficulty to work on in pairs and alone. All members recorded private personal preferences. Three sets of paired trials were then held. Family members were asked to reveal choices and make decisions. They then reconstructed the puzzles from memory while blindfolded. These tasks allowed for observation of the goals family members set, the process of decision-making, and child-rearing practices in problem-solving situations.

Each situation was structured to permit observation and coding of verbal interaction. A system based on a modified Bales classification scheme was used for scoring tape recordings into the following categories:

1. Positive expressive--support, approval
2. Negative expressive--criticism, disapproval
3. Nondirective instrumental--suggestions, nonspecific hints
4. Directive instrumental--commands, orders
5. Passive instrumental--questions, requests for aid
6. Decision-making situations were coded into three categories
7. Initiations--giving opinion or suggestion
8. Decisions--stating final opinion
9. Total acts--number of acts contributed
10. Act: smallest segment of verbal behavior meaningfully categorizable.

Hypotheses were based on two models of socialization. Theories which emphasize the importance of direct tuition focus attention on parental achievement expectations and childrearing. Working mothers and their husbands were expected to place an equal value on achievement for daughters and sons on tasks linked to careers. Families in the work group were also expected to show less sex-role differentiation in their childrearing techniques and to emphasize independence and autonomy for both boys and girls. Nonworkers were expected to subscribe more heavily to cultural norms placing greater value on male achievement, and to manifest this in their expectations and training.

Social learning theory models emphasize the children's motivations for internalizing parental values. We expected children of working mothers to hold more equal standards for females relative to males. We further expected smaller differentials between the mothers and fathers themselves in their own achievement expectations and behaviors in families in which the mother was employed. Finally, we anticipated smaller differences by sex in children's achievement behaviors in families in which the mother worked.

Our findings on children's achievement behaviors suggested that, under certain conditions, maternal employment has a potentially positive effect on daughters without reflecting negatively on sons. On the average, both sex children of working mothers did better than the children of non-workers in achievement behaviors, though daughters particularly excelled.

What role did parental expectations, training, and modeling play in the process? Our results suggested that maternal employment has far less impact on family structure than most critics would predict. Fathers were the most influential in both groups in terms of holding high expectations and influencing decisions. Sons of both working and non-working women viewed fathers as more competent than mothers. Daughters of working women perceived their mothers as being more capable than did daughters of unemployed women.

In accounting for the relatively high achievement behavior and expectations of daughters of working mothers, we would emphasize two factors. Without jeopardizing their husbands' status in the family, working women appeared to hold higher standards for themselves and others. Fathers in the work group held high expectations for their daughters and encouraged risk-taking and self-reliance. Mothers appeared most important as models and fathers as achievement-trainers. Our findings suggest not only some of the potentially positive effects of maternal employment, but the importance of conceptualizing the family as a small group.

56. FRANKCOMBE, Brian James (Ph. D.). "Comparative Curriculum Develop-

Brian James Frankcombe

ment In Elementary Social Studies/Social Science In Alberta And In Tasmania." Michigan State University, 1978. 277 pp. Source: DAI, XXXIX, 3A (September, 1978), 1289-A. XUM Order No. 7815120.

The Problem

The study was about ways in which curriculum development in elementary social studies/social science is perceived by teachers, parents, university faculty, principals, Department staff, curriculum committee members, school-system administrators, and teacher organization representatives in Alberta and Tasmania. Education in Alberta is partially decentralized through locally elected school boards. In Tasmania, there is a centralized, State-run education system.

Design and Conduct of the Study

A questionnaire with forty questions about the curriculum guide, about the curriculum (with subsections on curriculum sources, texts/references, roles in curriculum development, and planning for program implementation) and about curriculum dissemination (with subsections on understanding the guide, use of the guide, teacher training, and diffusion of curriculum ideas) was administered to a random sample in the respondent groups. In Tasmania, the researcher conducted an interview with most respondents, using the questionnaire as the basis for the interview. Individuals who could not be reached for an interview were surveyed by mail. In Alberta, the survey was conducted by mail. Responses were organized to get descriptive and comparative data for use in dealing with the two geographical areas.

Major Findings

It is perceived by the respondents that:

1. Teachers should be given a greater role in the development of curriculum guides and of curriculum generally in both regions.
2. Pilot teachers were used in Tasmania with good effect.
3. Existing curriculum guides had limited prescription.
4. Greater prescription than existed would be useful.

5. Set texts had limited value.

6. Texts and reference materials for new curriculum ideas should be made available earlier than in the past.

7. The teacher organization gave very limited leadership in curriculum development in both areas.

8. Principals and superintendents gave limited encouragement to teachers to develop curriculum.

9. Principals gave very limited supervision of teaching and monitoring of teacher planning.

10. Planning for the implementation of a new program was limited.

11. Planning for the implementation of a new program was chiefly the responsibility of curriculum committees, Departments of Education, and teachers.

12. Time was identified as an important need for teachers in improving planning, in reaching an understanding of the curriculum guide, and in training for use of the guide.

13. Reading the curriculum guide was ranked as the best way to understand it.

14. Ambiguity of language in curriculum guides posed a problem to understanding of it.

15. The curriculum guides were generally used extensively by teachers.

16. A lack of materials hindered teacher use of the curriculum guides.

17. Teacher training to use the guides was limited.

18. Workshops were seen as a major way to train teachers in service.

19. Curriculum committees should have a greater role in the diffusion of new curriculum ideas.

20. Subject meetings and staff meetings were ranked as the most important ways to diffuse new curriculum ideas in the school.

21. The perceptions of teachers and principals were more alike than were those of these two groups and parents.

Brian James Frankcombe

22. Parents perceived a greater role in curriculum development for the Department than did teachers.

23. School-based educators and teacher representatives agreed with each other's perceptions more than did the other non-school-based educators and teacher representatives.

24. There were similarities and differences in the perceptions of their own and others' roles in curriculum development among and between educators and others concerned with elementary social studies/social science in Alberta and in Tasmania.

25. Perceptions of Tasmanian respondents tended to reflect the continued centralization of control of education by the State.

G

57. GIBBS, Geoffrey George (Ph. D.). "Drama In Education: A Comparative Study of Selected Pedagogical Approaches In America." Ohio State University, 1980. 241 pp. Source: DAI, XLI, 4A (October, 1980), 1390-A. XUM Order No. 8022279.

The ramifications of this study have a twofold significance. On the one hand it prepared the author with clear guidelines for the formulation and implementation of a postgraduate teacher education course in Speech and Drama Education which will be taught in Australia. Secondly, the collected data highlights a possible reformation of drama in education instruction in the United States.

Confusion between process and product oriented approaches is evident, and the propensity for believing drama in education and theatre in education to be synonymous is deplored by this author.

Five selected experts are carefully examined and the information from separate sources is weighed for areas of commonality and disparity. The result is an attempt to establish criteria for the qualities a teacher of drama in education must possess to be successful in his vocation and more importantly how those skills are taught to the teacher in training is addressed.

The absence of a common set of skills, training objectives, and teaching strategies contributes to the confusion in the minds of university personnel, students, the public, and administrators so that drama in education is seen as an expendable frill, rather than as the highly potent educational synthesizing process it should be.

Geraldine Siks, George Lewis, Nellie McCaslin, Anne Thurman, and Pamela Ritch are the respondents in the study.

The study concludes with an analysis of present trends in drama in education in the United States, addresses the influences of British educators, and presents a proforma for a postgraduate course for Australian teachers, which is largely based on the American experience.

58. GILL, Mohinder Singh (Ed. D.). "The Determinants Of Visual Imagery In Children's Art Around The World: An Exposition Of Some Typical Cultures." University of Georgia, 1976. 210 pp. Source: DAI, XXXVII, 7A (January, 1977), 4075-A. XUM Order No. 76-29,524.

On viewing Shankar's Annual Children's International Art Exhibit (New Delhi, India) after a decade's interval, the author observed significant changes in children's thematic and formal choices. These encounters with children's art influenced the author to conduct a cross-cultural descriptive study to identify the factors that influence children's art around the world.

In order to delimit the macroscopic topic, human society was arbitrarily divided into three categories, i.e.:

1. primitive
2. agrarian
3. industrial

Further, two societies were selected to represent each category:

1. The Yiwara (Australian Aborigine) and Nigeria represented the

primitive culture.

2. Argentina and India represented the agrarian culture.

3. Japan and the United States represented the industrial culture.

Procedures

a. The author collected more than two thousand reproductions of children's paintings, mainly from the selected cultures. The paintings were made between 1950 and 1975.

b. The author interviewed the cultural attachés of the foreign embassies of the selected cultures for firsthand information on the typical traits of their respective societies. Subsequently, a comparative list of the salient features of the selected cultures was compiled through a survey of the literature in social sciences, and the information retrieved through the embassies.

c. A cross-cultural comparison of the philosophies and practices of art education, from the selected cultures, was made through a survey of UNESCO publications. The modes of art education during the fifties and the seventies were selected to examine the effect of time interval.

d. Based upon the dual nature of reality (tangible and intangible), thematic sources in children's art were placed in different categories.

Each selected reproduction of children's art was examined against the above three referents, i.e.,

1. The salient features of the selected cultures.

2. Philosophies and practices of art education.

3. The thematic sources in children's art.

On the basis of the relationship found between each selected visual and the culture or the mode of art education or the thematic source of its origin, the following conclusions were reached:

1. Among the cultural factors that influence children's art around the world, environment was seen to be highly influential.

2. It was revealed that the native myths exert a positive and nourishing influence on children's visual repertoire.

3. The examination of Japanese children's artistic expression showed the extremely healthy influence of their native art heritage.

4. The attitude of parents and teachers toward art in schools has a direct bearing on children's artistic development.

5. It was seen that children generally need some extraordinary or unfamiliar phenomena to stimulate their expression.

6. The pictures examined during this study demonstrate the need for cultural identity--children must participate in their native cultural celebrations to strengthen their visual assets.

7. The influence of comic books was found to be a healthy stimulant to visual literacy.

8. It was noted that nursery rhymes, fables, folktales, and bedtime stories boost children's imaginations.

9. This study confirmed that, despite their occasional concerns with the intangible reality (the reality perceptible through intuitive and imaginary sources), children from diverse cultures celebrate the manifestations of the tangible reality in their art.

10. Above all, it was observed that the most crucial single factor that influences children's artistic development was a flexible, sequential, visually enriched, and carefully structured art program.

59. GILLETT, Margaret (Ed. D.). "The Colombo Plan And Australia's Role In Its International Education Program." Columbia University, 1961. 193 pp. Source: DAI, XXIII, 4 (October, 1962), 1232. XUM Order No. 62-3550.

The Project

This study attempts to outline the history and nature of the Colombo Plan as a whole, to summarize the operation of its Technical Cooperation Scheme, and to give a description and analysis of Australia's contribution to scholarships, educational equipment, and technical experts.

Margaret Gillett

Procedure

Major research was done in the published reports of the Consultative Committee on South and Southeast Asia, the Colombo Plan Council, and member governments. Periodical articles and general works on foreign aid and international education were consulted. Discussions with representatives of member governments in New York were held and the facilities of the Australian News and Information Bureau were used. Specific information was obtained by mail from, e.g., the U.S. Department of State, the Australian Department of External Affairs, the Commonwealth Office of Education, and several Australian universities.

Conclusions

Since its inception in 1950, the Colombo Plan--an international scheme for the economic and social improvement of South and Southeast Asia and one stressing self-help and mutual development--has supplied extensive educational aid, including the services of 1,729 experts, the provision of 15,116 scholarships and 2,008 correspondence scholarships, as well as $26.6 millions worth of equipment.

Australia, the originator of the Colombo Plan, has taken an especially enthusiastic part in the Technical Cooperation Scheme. Its entire educational resources in institutions of higher learning, in government, and in industry are available for Colombo Plan trainees. Welfare and orientation programs are well-developed and are geared toward individual needs, but the advantages of reorientation, which U. S. cross-cultural educational research has suggested is important for readjustment and effective utilization of overseas training, have not yet been fully explored.

Considerable investigation into language problems of Colombo Plan students has been undertaken by the Australian authorities, but further research on Asian adjustment to Australian conditions and follow-up studies on the use of training are needed. More area studies for Australian experts going to South and Southeast Asia and for officials dealing with Colombo Plan students would undoubtedly benefit the program. However, the existing correlation of experts, equipment and training makes for efficiency and limits wastage. Moreover, Australia's introduction of the correspondence scholarship scheme represents a new aspect of governmental participation in international education. It also illustrates the country's attempts to use its specialized experience and resources to best effect in the Colombo Plan effort to raise the standards of living and education in South and Southeast Asia.

Maxwell T. Gloger

60. GLOGER, Maxwell T. (Ed. D.). "An Observation Of Reading Programs Within Selected Countries Around The World." University of Massachusetts, 1975. 485 pp. Source: DAI, XXXVI, 6A (December, 1975), 3352-A. XUM Order No. 75-27,515.

This dissertation discusses specific aspects of reading programs in thirteen selected countries throughout the world: England, The Netherlands, Denmark, Norway, Sweden, Switzerland, Israel, Iran, Nepal, Japan, Australia, and New Zealand. The chapters are primarily presented in various sections, including a brief description of present educational policies, teacher training, teacher training in reading, native language, reading methods, special education programs, research in reading, reading tests, remedial reading education, special schools, sex attitudes, relevance of materials, remedial reading in secondary schools, television and audio-visual materials, classroom observations, and other items particular to a certain country. Other items studied were the age the child starts formal reading instruction, pre-reading and pre-school testing, and the teaching of English as a secondary language. A summary concludes each chapter.

The purpose of this research was to study the various methods used in teaching children to read. Both primary and secondary school programs were discussed, including remedial reading programs.

The study included a comprehensive questionnaire that was developed to include specific groups of people: teachers of beginning and remedial reading, instructors at teachers' colleges, appropriate members from ministries of education, school psychologists, reading counselors, reading and speech clinicians, textbook writers, teachers of the deaf, blind and retarded, headmasters, and others concerned with the field of reading. Almost all interviewing was done on a one-to-one relationship. All interviews but one were recorded on cassette tape. The same questions were consistently asked in all countries. Some of the questions asked were:

1. What are the goals of your reading program?

2. Are you accomplishing your goals?

3. What methods contribute to your success?

4. What are the most outstanding improvements in reading in your country in recent years?

5. What seems to you the most important problem reading classes must face in the near future?

6. How are teachers trained? Where?

7. Are students grouped on any variables? Heterogeneous? Homogeneous?

8. What are some of the most pressing problems hindering the reading program?

9. Do you use one method? What is it?

10. How early do you teach reading?

11. How does a child's experience play into your reading program?

12. Who, in general, are your poorest readers?

13. Are there any sex differences in reading achievement?

14. What approach to phonics do you see, if any? Does your native language influence the teaching of reading?

15. How much do you emphasize sight words?

16. Do your schools have reading specialists?

17. What provisions are made for slow learners?

18. To what extent is the reading program individualized?

19. If the country depends on methods other than the classroom teaching, how effective are those methods?

20. On the average, how long will it take for a child to achieve independence in reading?

21. Have you a need for a remedial program?

22. How relevant is the content of the materials read to the life experience of the children?

The period of time for this study was from June 1972 to May 1973. After this one-year study, it was noted that there was as wide a diversity in reading methodology among countries as there was within a country. Observed were many innovative methods used in the classroom as well as reading programs that could be utilized in this country.

Brian Hugh Glover

61. GLOVER, Brian Hugh (Ph. D.). "A Descriptive Study Of Teacher Expressed Concerns Regarding The Implementation Of ROSBA At Two North Queensland Secondary Schools." University of Oregon, 1982. 166 pp. Source: DAI, XLIII, 2A (August, 1982), 351-A. XUM Order No. DA8215302.

The intent of this study was to identify and describe the concerns that administrators, subject masters, and classroom teachers in two selected North Queensland secondary schools expressed about an innovation, ROSBA, which was implemented at the beginning of 1981. ROSBA is an acronym derived from the title of a major report on assessment--"A Review of School-Based Assessment in Queensland Secondary Schools."

The major instrument used to measure the expressed concerns was the Stages of Concern about the Innovation Questionnaire (Hall et al., 1979). As well, demographic information was collected and an open-ended question relating to implementation strategies was asked.

Based on the responses of the subjects of the two selected secondary schools to the survey questionnaire, the following conclusions appear warranted:

1. Those whose positions required more administrative attention to ROSBA, such as subject masters and administrators, reflected peak concerns at the collaboration level.

2. Those whose positions required minimal administrative attention to ROSBA, such as classroom teachers, reflected peak expressed concerns at the personal, informational, and awareness levels.

3. There was sufficient variation in peak expressed concerns at the awareness, informational, personal, and management levels between School A and School B to warrant further research as to what processes are operating within the school to account for the variation.

4. The position occupied by the subject in the school had more importance in reflected peak expressed concerns regarding ROSBA than did such variables as sex, age, level of degree obtained, and years of teaching experience.

5. The concerns profile for classroom teachers probably reflected their limited forward knowledge of ROSBA, as well as more imme-

diate concerns regarding class control and general teaching adequacy.

6. Classroom teachers saw the need for additional preparation time and the provision of more programs as preferred implementation strategies for Phase II schools, while those in administrative positions saw the major needs as clear communication and an extensive inservice program.

7. The role performed by consultants in Phase I schools for the Board of Secondary School Studies needs to be reviewed as their present performance was regarded as inadequate.

62. GOODALL, Richard Leslie (Ed. D.). "Sabbatical Leave Programs In Public Institutions Of Higher Education In The United States Of America And Australia." University of Nevada, Reno, 1980. 136 pp. ,Source: DAI, XLII, 5A (November, 1981), 1987-A. XUM Order No. 8123956.

Studies of sabbatical leaves in publicly funded colleges and universities in Australia and the U.S.A. were analyzed to ascertain trends in program characteristics and incidence rates. Historical patterns were difficult to discern due to the variety of approaches adopted by previous researchers. The broad trend evident for the U.S.A. was upward: in the 1920's approximately 45 per cent of institutions had programs; by the mid 1970's the figure had risen to over 70 per cent. The literature suggested that institutional size rather than age was a strong positive correlate, that faculty rank and tenure status were important factors, and that programs were very diverse with regard to periods of leave, financial support, eligibility of, and utilization by, faculty. The limited Australian literature indicated that more uniform, liberal and accessible programs operated; recent more stringent Australian federal funding guidelines were expected to greatly alter this situation.

The hypothesis that the proportions of insitututions with written policies and granting sabbatical leaves would differ between the two countries was not supported. For both factors the Australian figures were higher (Australia: 95 per cent; U.S.A. 83 and 84 per cent). Hypotheses that significant relationships existed between the 'institutional factors' of age, size (measured by both number of students and number of faculty) and staff-student ratios and the existence of written policies and the granting of leaves were supported in only two of 24 separate statistical tests. Examination of the major provisions of sabbatical leave policies in both countries showed significant differences as hypothesized. Australian policies were markedly more favorable in their requirements for prior service and in financial benefits payable. American policies presented a significantly greater variety of programs, and fewer limitations on number of faculty on leave and less frequent obligations to submit postleave reports.

The hypothesis that utilization of sabbatical leave programs was significantly different in the two countries was supported. For both two academic years surveyed, higher portions of Australian faculty (6.7 and 7.8 per cent) had taken leaves than faculty in the U.S.A. (4.2 and 4.0 per cent). Hypotheses that the extent to which leaves were taken would be significantly related to written policy provisions were not generally supported, except for the length of leave and financial support specified in policies in the U.S.A. Relationships between institutional age, size and staff-student ratios and numbers of faculty on leaves in the 1978 and 1979 academic years in both countries were generally not significant. In this case the only support for the research hypotheses which was statistically significant was the number of full-time faculty for Australia. The hypotheses that the personal faculty criteria of sex, tenure status, and rank were significantly related to leaves taken in the two academic years for Australia and the U.S.A. was strongly supported. The one exception was that the proportions of males and females taking leaves was not significantly different to the proportions of all faculty in American colleges and universities. In general, higher ranked tenured, and in Australia, male faculty, were advantaged.

Sabbatical leave programs were found to be extremely variable and dynamic in both countries. Although the long-term trend since 1900 has been upward in a period in which higher education in both countries had greatly expanded, no factors were evident to suggest this growth would continue. In the future, more detailed ongoing research might find patterns of sabbatical leaves very different to those reported in this study.

63. GORDON, Les McKenzie James (Ed. D.). "Improving The Program Of Citizenship Education Through The Social Studies In New South Wales Schools." Stanford University, 1958. 400 pp. Source: DAI, XIX, 9 (March, 1959), 2267-2268. XUM Order No. MIC 59-238.

Les McKenzie James Gordon

The analysis of the history of education in New South Wales revealed that heavy stress has always been placed on factual acquisition. Citizenship education, on the other hand, with its emphasis on the development of attitudes and ideals, has traditionally been regarded as the function of the home and other public institutions, but not of the school. Even in the comparatively stable days prior to World War II, overseas visitors and some Australian educators warned that too little consideration was being given to citizenship education in New South Wales schools.

The end of World War II found curricula unchanged but New South Wales culture no longer stable. Dynamic forces, in the shape of vastly expanded industrialization, an immigration program of unparalleled magnitude, urbanization movements, and a changing family role were already evident. The problem was one of introducing functional curricula, with the school assuming some responsibility in the development of attitudes and values, a field partly vacated by family and other societal institutions.

Consideration was next given in this study to the cultural changes evident in postwar New South Wales, and to their educational implications. Elementary and secondary curricula were examined and the scope for change was investigated. Some indications were found that the N. S. W. Department of Education, its inspectors, principals, and teachers were endeavoring to develop more functional curricula, especially in the social studies. American programs of citizenship education which, in the writer's judgment, offered scope for trial in the New South Wales social studies curricula were investigated. Attitudes of N. S. W. teachers and pupils and their American counterparts concerning project and unit approaches characterizing citizenship education practices were also investigated and compared.

In the light of the above it was felt that much could be done to improve N. S. W. curricula. While American citizenship education literature and programs have, in the last generation, emphasized the need for a total school approach, it is held that such an approach in New South Wales should be introduced gradually, while that centered in the social studies could be undertaken more expeditiously.

Innovations recommended for the total school approach include:

1. The introduction of the comprehensive type high school.

2. The statewide introduction of coeducation.

3. More movement between one type of secondary course and another.

4. Closer consideration of articulation problems.

5. The introduction of a "home room" at all grades in the secondary school.

6. Encouragement of more use of initiative in curriculum adaptation at the local level.

7. Expansion of guidance and counseling services.

8. Development of improved school-community relations.

9. Implementation courses in group dynamics and in intercultural relations should be given in all teachers' colleges.

Recommendations for improving the citizenship education program through the social studies include:

1. Social studies should form a part of every secondary school child's course. At present it would appear that the amount of social studies taken is inversely proportional to the intellectual ability of the child.

2. A set of Australian ideals should be formulated.

3. A "Mission of Australia" concept, along the lines of the "Mission of America," should be developed.

4. The establishment, at the University of Sydney or New England, or the teachers' colleges, of an equivalent of the Citizenship Education Project.

5. The introduction of a modified Kansas Study, as a pilot experiment, for N. S. W. city and county pupils in representative areas.

6. The development of a Detroit citizenship type study in, for example, Newcastle or Wollongong.

7. All student teachers should be given theoretical and practical training in developing the unit and project techniques.

To the sound academic foundation already established in New South Wales schools, the addition of an improved citizenship education program, along the lines suggested above, would, in the writer's opinion, provide a more balanced curriculum, enabling young Australians to play an active and constructive part in their rapidly changing society.

64. GRANT, William Watson (Ed. D.). "A Model For The Inservice Education Of School Administrators Within The State Of New South Wales, Australia." University of Florida, 1970. 248 pp. SOURCE: DAI, XXXII, 3A (September, 1971), 1223-A. XUM Order No. 71-24,424.

The purpose of the study was to develop a model for the inservice education of school administrators having direct applicability to the Department of Education in the state of New South Wales, Australia. Literature related to the historical development of training programs was reviewed. Contemporary inservice education programs and practices from selected school systems in the United States were described and analyzed. Included in these were: Philadelphia's Institute for Advanced Administrative Development, Atlanta's professional leadership development program, the model provided by the National Academy for School Executives, Tennessee's study councils, the emergent leadership program of the Florida Department of Education, and Hawaii's integrated Career Management Program. A similar study was made of programs and practices within New South Wales.

Based upon such information an inservice education model was projected. Included in the model were a statement of aims and target population, a program for principals, a program for inspectors of schools, a list of factors to be considered in the model implementation, and specific suggestions for the implementation of the model in New South Wales. Data for the study were obtained from published materials; reports and correspondence from school systems, universities, professional associations, and individuals; and interviews with personnel involved in the planning and development of programs.

The model was designed to be implemented within the existing framework of a basically centralized state system of education. Program elements were described to provide multiple opportunities, in a coordinated, progressive pattern, for administrators to develop leadership skills, knowledge, and abilities which would facilitate informed and constructive decision-making in a period of rapid social, economic, and educational change. The model was planned particularly to meet the needs of prospective and practicing principals and inspectors of schools because of their considerable, direct influence on the growth and development of school programs. For each group the inservice program included induction courses, short-term courses emphasizing special areas of knowledge and significant educational issues, advanced courses emphasizing aspects of administrative theory and practice, and guided self-development experiences.

Factors to be considered in translating the conceptual model into a viable, dynamic program leading to improved educational practices were described. These included:

1. flexibility in content and activity
2. readiness of participants
3. democratic organization
4. active participation
5. appropriate physical conditions
6. individualization
7. dynamic leadership
8. intrinsic and extrinsic motivation
9. application through course activities and follow-up procedures

Suggestions which would facilitate the implementation of the inservice model in the New South Wales Department of Education were made.

1. A high priority should be given by the department to the development of integrated inservice courses for administrators.

2. Overall responsibility for the initiation and development of such courses should be delegated to the senior officer of the Inservice Training Branch who should maintain a close liaison with all cooperating personnel.

3. A state advisory committee should be established to review current program developments and needs and make recommendations to the inservice branch.

4. Separate funds should be made available through a state treasury vote to be used exclusively for administrator development.

5. The use of relief teachers in schools during the absence of staff members involved in inservice courses should be sanctioned.

6. Courses should be designed to allow maximum freedom for the development of a diversity of practices and techniques.

7. Course content should reflect the needs and interests of participants and an application of knowledge and research in educational administration and the behavioral sciences.

65. GRIFFITHS, Kevin Raymond (Ed. D.). "A Model For The Training Of

Kevin Raymond Griffiths

School Councils In South Australia." Western Michigan University, 1981. 141 pp. Source: DAI, XLII, 10A (April, 1982), 4262-A-4263-A. XUM Order No. DA8205684.

A needs statement was developed that stressed the need for improvement in the effectiveness of advisory councils, both in the U.S. and South Australia. The purposes of the study were to develop and validate two models, one depicting current U.S. advisory council training and non-training practices, and the other a model for the training of school councils in South Australia.

A review of the literature on group functioning and a review of the research on advisory council effectiveness, together with a review of U.S. advisory council training and non-training practices and the writer's knowledge of the South Australian situation, formed the basis for the development of these models. The model depicting current U.S. training and non-training practices (the "U.S. Model") categorized practices into six different "levels," each level being differentiated from the next based upon its potential in overcoming ineffective practices and procedures, and insignificant output of advisory councils.

The model for the training of school councils in South Australia (the "S. A. Model") consists of five components:

1. A school councilors handbook.
2. Statewide, regional, and cluster conferences with integrated workshops.
3. A principal and chairperson workshop program.
4. A "total package for one council" training program.
5. A training of trainers program.

In the case of the handbook, suggested content is outlined. For each training program, objectives of the training and a program outline were presented.

The U. S. and S. A. Models were validated by a panel of five members, each member being selected by a nominating team using three criteria as the basis for nomination, with selection by weight of nomination and availability. A fourteen statement questionnaire was used to elicit information from validators with the tabulation of validator responses and the recording of validator comments to each statement carried out via telephone interview. Constructive comments relevant to each model were discussed although no substantial structural alterations resulted to either model.

Overall, the accuracy of the U. S. Model and the appropriateness and potential of the S. A. Model were validated. Recommendations to improve school council functioning and impact in South Australia concluded the dissertation.

H

66. HAINES, Gregory John (Ph. D.). "The Catholic Laity And Secular Education In New South Wales 1860-1885." University of New South Wales (Australia), 1974. Source: DAI, XXXVI, 2A (August, 1975), 1026-A.

The majority by far of the Catholic laity in New South Wales were Irish by birth or extraction. Their forebears had suffered for their religion since the Reformation, disqualification in education being not the least of these sufferings. In various ways and in varying degrees, the laity in New South Wales were constantly being reminded of this background, constantly felt an impending threat of disqualification in their adopted land. This background conditioned their response to the education question as it emerged in New South Wales. It meant, for instance, that they tended to regard any school which was not controlled by their clergy as dangerous; that they would accept its being labelled "secular," "Godless," or "anti-Catholic"--the words were almost synonymous. It also meant a willingness to accept and follow their clergy in these matters.

This thesis is an investigation of the laity's rejection of secular education. It argues that the decision, the rejection of the state's education proposals, was taken for reasons concerning religion rather than education; that this decision was made in the face of enormous social pressure and a desire for assimilation. Education as such was not considered. Initially, the laity were asked to see state-aid for Catholic education as a symbol of religious and civil liberty in the new land of promise. They chose not to respond to this call in any convincing manner. Later, before the 1880 Act, Catholic education was presented in a context which the hierarchy of the Church provided. It was a matter of continuing one's membership of the Church by obeying the bishops and of preserving the faith of Catholic children.

The fundamental argument is that the laity--or most of them--chose to obey their bishops. Secondary arguments relate to the nature of the obedience which was demanded and given. The laity obeyed, but by so doing demeaned themselves. No substantial explanation for the hierarchy's policy was asked; none was given. By dumbly accepting the hierarchy's policy, the laity abandoned their responsibility for their own religious development and maturity. All of them seem to have separated religion from day-to-day life. The more educated members of the laity rationalised their position. The others, by acquiescing, signified that they would be happy to allow the clergy to control the religious aspect of their life while they remained in a state of almost invincible ignorance.

67. HARDEE, Joseph Gilbert (Ph. D.). "Factors Influencing Social Participation In An Australian Rural Community And In Selected American Rural Areas." University of Kentucky, 1958. 268 pp. Source: DAI, XXIV, 6 (December, 1963), 2609-2610. XUM Order No. 63-7399.

One of the structural characteristics of Western industrial societies is the prevalence of voluntary formal associations. Americans, in particular, have been described as "joiners." However, evidence from both rural and urban studies in the United States clearly indicates that participation in formal associations, and to a lesser degree participation in informal associations, is selective and strongly conditioned by social forces operative within the American society.

The central purpose of this study is to determine the extent to which selected sociological factors that have generally been found associated with differences in social participation in rural areas of the United States also tend to be associated with differences in social participation of persons residing in an Australian rural community. Data were obtained in 1951 from a sample of 245 husbands and wives in Tatura community, located in north-central Victoria. Data on selected American rural populations consist of summary findings from studies reported for these populations.

The main focus of the study is on the relationship between two important sociological phenomena--social stratification and social participation. Hence, the general hypothesis tested is that the kind and degree of social participation of persons are significantly associated with their position in the stratification structure of the community, i.e., persons occupying higher positions in the stratification structure, as measured by specific indices of social stratification, also have significantly higher rates of social participation than persons occupying lower positions. Indices of "position" occupied by a person in the stratification structure of the community consist of income, formal education, occupational status, rated prestige, level of living, and socio-economic status. Formal participation is measured by the Chapin Participation Scale as well as by each of the five separate items contained in the Chapin Scale--memberships in organizations, attendance, contributions, committee memberships, and offices. Informal participation is measured in terms of the total frequency of participation in activities broadly classified as visiting, entertainments, and sports. Evidence from this study indicates that the Chapin Scale may be a valid instrument for measuring formal participation in Australian communities.

The diversity of interests around which formal groups are organized in Tatura community would strongly suggest that formal voluntary associations play as important a role in this community as they do in similar American communities. Eight major types of organizations in which the sample husbands and wives held memberships were identified, as follows:

1. Religious.
2. Economic.
3. Sporting and recreational.
4. Fraternal.
5. Civic and welfare.
6. Patriotic.
7. Home improvement.

The majority of wives' membership were concentrated in religious groups; whereas, the majority of husbands' memberships were about equally distributed among three types of organizations--economic, religious, and sporting and recreational.

In general, both men and women of higher status in Tatura community had significantly higher formal participation rates than those of lower status. This pattern was also found to exist among the selected American rural populations.

In terms of volume of participation in informal activities there is little evidence of status selectivity of participants in Tatura community. Only for the frequency of active participation in sports did persons of higher and lower status differ significantly. Similarly, among the selected American rural populations, status selectivity of participants in informal activities appears much less pronounced than is selectivity of participants in formal organizations.

68. HARRIS, Stephen George (Ph. D.). "Milingimbi Aboriginal Learning Contexts." University of New Mexico, 1977. 593 pp. Source: DAI, XXXIX, 2A (August, 1978), 643-A. XUM Order No. 7812936.

The main purpose of this study is to provide information for teachers of Australian aboriginal children about how learning is achieved in a fairly traditionally oriented aboriginal society. The main stimulus for this study was the recognition that bilingual education is only one aspect of bicultural education, and that, on its own, vernacular literacy does not sufficiently capitalize on culturally conditioned strengths and expectations about learning processes. The research was necessary for several reasons: no detailed study of traditional aboriginal learning methods has ever been conducted and most white Australians, including those teaching aboriginal children, are not familiar with aboriginal learning styles. The findings of this study of traditional learning at Milingimbi in central Arnhem Land are probably applicable to most traditionally oriented aborigines in Australia. Although there are differences between aboriginal groups in terms of cultural content, these are minor compared with what they share in common in terms of cultural processes.

The research into traditional aboriginal learning and sociolinguistic behaviors was conducted mainly through participant observation. These two types of behavior (that is, learning and communicating) comprise the first half of a two-part research design. The second half of the research design was a number of psychological tests which examined whether there were internal mental processes which correlated with the observed external cultural behaviors.

The study is introduced by a discussion of the Milingimbi community as an educational environment: its history, its economy, the history and achievements of Western schooling, the state of children's health, and the degree of social change.

The study proper has three major aspects. The first is an ethnographic focus on culturally conditioned aboriginal learning contexts. This analysis should give a teacher a fairly clear idea of what expectations, either conscious or unconscious, aboriginal children have about "learning" when they enter a classroom. Some major observed contrasts between Milingimbi aboriginal learning and school learning were:

1. Traditional aboriginal learning is through observation and imitation rather than through verbal instruction.

2. Through personal trial-and-error rather than through vicarious reported experience.

3. Through real-life performance rather than through practice in contrived settings.

4. By learning context-specific skills (especially those functional to survival as hunters and gatherers) as opposed to a school emphasis on learning context-free, generalizable principles.

5. A person-orientation exists rather than an information-orientation, there being no institutionalized office of "teacher" in aboriginal society.

The second aspect is a *sociolinguistic* focus on rules of aboriginal interpersonal communication. This analysis should allow a teacher to communicate more effectively, and with less culture shock, with aboriginal people. Some major contrasts between Milingimbi aboriginal and Western rules of interpersonal communication observed were:

1. That aboriginal verbal planning and promising about future activities is conditional, and does not contain a commitment to implement those plans.

2. There is no impersonal-debate form in Milingimbi aboriginal society, and impersonal "strong talk" from a white person is therefore often interpreted as an act of personal animosity.

3. There is an avoidance of direct verbal confrontation (except in extreme anger).

4. Virtually everyone has the right to speak and the right not to listen to others speaking.

5. Little embarrassment is felt about ignoring others' questions--especially "why?" questions that seek to ascertain motive, or

the answer to some hypothetical "if...then" proposition.

The third aspect of this study is a cross-cultural psychological one, where three tests were administered to "country aborigines" at Milingimbi, "country whites" at Darwin, and "town aborigines" also in Darwin, to gain some insights about how profoundly a school experience and a town living experience have influenced several types of thought processes in aboriginal children. These tests were not intelligence tests or tests of knowledge, but a test of visual memory, of classification, and of verbal-logical problem solving. The results of the tests indicate that traditionally oriented rural aboriginal children who attend school are still quite different from Western children in at least several of their thought processes.

The study is concluded by a summary of research findings and broad recommendations for aboriginal education, the most important of which are suggestions about the necessity for aboriginal education to have a social relevance as well as academic content; the need to emphasize the learning of processes as well as content in school; and recommendations about teacher training and employment requirements.

69. HEPWORTH, Tom Stanley (Ed. D.). "Religion and Education in the Queensland Social Order: A History of the Development of a System of Public Education in Queensland, with Special Reference to the Relationship between Church and State Throughout This Development." Harvard University, 1953. 346 pp. Source: Eells, p. 212; and Dissertation, pp. i-xi.

The aim of this thesis was as follows: "... to trace the development of public education in Queensland, with special reference throughout to the relationship between Church and State and to demonstrate the close reflection of the social order in this development."

Special reference has been made to the relationship between church and state, because wherever systems of public education have developed, this development has involved a continuing series of adjustments between the state and the various religious denominations. In no country in the world has an entirely satisfactory adjustment with regard to this question been made.

Tom Stanley Hepworth

An examination of the data presented in the thesis reveals that the relationship between the social order and the development of public education in Queensland was both direct and extensive. Marked changes in the social order were found to have been followed swiftly by corresponding changes in the educational field.

The sensitivity of the church to social change was revealed, in particular, by the lack of constancy exhibited by the various religious denominations on this question from time to time and lack of unanimity at given times.

For the first thirty-five years, government of the penal colony of New South Wales (of which Queensland at that time formed a part) was by autocracy. There was no official local restriction on the powers of the Governors, who intervened as readily in education as in other matters, at a time when such intervention would not have been tolerated in England. Such clergymen as were to be found in the colony were either military or civil chaplains, holding their commissions from the Crown and, as such, were in fact government officials. For the next nineteen years (1823-1842) government of the colony was by oligarchy--the Governor and a small advisory Council representative mainly of officialdom and of the conservative landowning class. This was largely due to a change of attitude by the British Government towards Australia following the reports of Commissioner J. T. Bigge, in the early 'twenties, on the state of affairs in New South Wales. The emphasis on the penal aspect of the Australian colonies was modified by a new interest in their economic potentialities, especially as wool-producers.

Concomitant with this new attitude was a decision made by the British Government to "establish" the Church of England, traditionally associated with the wealthy landowning class, as the state church in New South Wales, giving to it dominance in the spheres of religion and education in the colony. This attempt to "establish" the Church of England, like the attempt to retain control of the government of the colony in the hands of a small oligarchic group, was not successful. Governor Bourke (1831-1837), a man of liberal outlook, opposed preferential treatment for any one denomination, supported the movement for self-government, and endeavored to set up a system of national education in New South Wales on the model introduced by Lord Stanley into Ireland. Nevertheless, the forces of conservatism in the community were sufficiently strong to delay the achievement of each of these goals for some years. It was 1836 before Bourke succeeded in having a law passed by the New South Wales Legislative Council placing all religions on an equal footing before the law (with subsidization on a strictly numerical pro-rata basis) and six more years (1842)--five years after Bourke's departure from the colony--before "representative" government, with a two-thirds elective Council, was granted to New South Wales. Educational gains were made more slowly. It was not until 1848 that a Board of National Education was set up, weakened by the almost simultaneous establishment (by Governor Fitzroy) of a Board of Denominational Education.

The cause of public education during the 'forties had been severely set back by being made the subject of acrimonious debate between the Governor (Gipps) and the Council, along with a number of other questions, especially the questions of land alienation and increased self-government for the colony.

By 1859, the year in which Queensland separated from New South Wales, public education had become an important issue in a great many countries. Some advances in this regard had been made in Britain, and considerably more in the United States. The new Queensland Parliament was confronted with the necessity of declaring its attitude to this question and to many other questions, e.g., whether or not to proceed with a railway construction program and all the other developments that go to make up a modern civilized community. Setting its face against state aid to religion (by the State Aid Discontinuance Act of 1860), it compromised with regard to education. The dual Board system was abandoned, but state aid for non-vested (i.e., denominational) schools was continued for fifteen years, to be abolished finally in 1875 with the passing of the Queensland State Education Act of that year, setting up a comprehensive system of public education. This Act is still the basis of Queensland education today.

Overseas developments in public education, developments in New South Wales and Victoria, together with insistent local demand (supported by the press) for increased educational facilities for the colony, obliged the Queensland Government, irrespective of its composition, to treat the public education question as a matter of urgency.

In view of the heterogeneous racial and religious nature of the Queensland population the question of what part, if any, the various religious denominations should play in the system to be established, was a delicate one. All political parties in Queensland at the time recognized this and, in general, increasingly supported the principle of separation of church and state in education. It was, however, only after the eclipse of the squatters (landowners), the conservatives of the day, as the dominant force in Queensland politics, that the State Education Act was finally passed, although the "squatters' Parliaments" of the previous decade had prepared the way with the Education Act of 1860 and the Grammar Schools Acts of 1860 and 1864.

This was the "period of conflict" in the history of education in Queensland, during which the church fought vigorously but vainly to maintain its hold over education in the colony. It was followed by a period of quiescence lasting until the end of the 'eighties, when another period of conflict began, this time with the aim of restoring Bible reading and sectarian religious instruction (the latter to segregated groups) to Queensland state schools. The Catholics, who demanded a restoration of state aid for denominational schools (removed by the Act of 1875), opposed this campaign as likely, if successful, to weaken their case. The Labor Party, rapidly increasing in strength both in Queensland and Australia as a whole, and drawing not a little of its support from the Catholic section of the community, also opposed the campaign. This affiliation between the Labor Party and the Roman Catholics lent a political coloring to the conflict which was intensified after federation (1901) with the rapid growth of the Labor Party during the first decade of the twentieth century. This was countered, on the part of the Protestants, by an intensification of the Bible in the state schools campaign which was finally brought to a successful conclusion in 1910.

Additional to the religious and political aspects of this campaign there was the economic aspect. Much of the 'nineties was a period of financial distress in Queensland and experience has shown that there is a tendency for men's minds to turn more readily towards religion in times of crisis. Evidence of the influence of this factor on the course of events that took place in Queensland in the 'nineties and early years of the twentieth century is not as conclusive as in the case of other factors discussed, but it is suggested as an interesting possibility for further study.

One of the most striking features of the development of public education in Queensland as revealed by the data was the lack of constancy on the part of the various religious denominations in their attitudes towards the question of the relationship between church and state in education and of unanimity within denominations concerning this. These changes of attitude are all explicable in terms of changes in the social order, and instances were cited in the thesis with reference to all major branches of the Christian Church--Roman Catholic, Anglican, Presbyterian and non-conformist.

It is not possible to repeat all of these instances in detail here. The following will serve to illustrate the point: The Anglican Bishop of Brisbane in the 'seventies (Tufnell), a keen supporter of state aid for denominational schools, was frequently opposed by influential members of his own flock. His contemporary, the Roman Catholic Bishop, O'Quinn, was opposed in the campaign for state aid, by Catholic supporters of the Board of General Education, including a senior official of the Board, Randal MacDonnell. The Presbyterians spoke with two voices during the "period of conflict." The Congregationalists opposed the Bible-in state schools campaign when it began, but later were enthusiastic supporters of it.

Even today, a serious hindrance to the cause of state aid and incorporation of the denominational schools as integral units of the public education system of Queensland and of the other states is not only inter-sect rivalry and jealousy, but also lack of unanimity within the churches throughout Australia. For example, the Anglican Archbishops of Brisbane and Melbourne support state aid, the Anglican Archbishop of Sydney opposes it; the Roman Catholic Archbishop of Sydney supports the plan to establish a Catholic University in Australia, the Roman Catholic Archbishop of Melbourne opposes it. Many other examples could be given. It is no wonder, then, that legislators are confused and afraid to take positive action one way or the other on these various issues.

The influence of the social order on the development of the public education system of Queensland, including the respective roles allotted to church and state in that system has been extensive. These questions occurred:

1. Which should be the supreme administering body--church or state or local bodies?

2. Who should provide the funds for education?

3. Who should appoint the teachers in public schools and who should train them?

4. Whether the public schools should be frankly religious, nonsectarian, or secular?

5. What should be the nature of the curricula of the public schools?

6. What should be the relative prominence of church and state at the various levels of education--elementary, secondary and tertiary?

7. What should be the methods employed in the classrooms?

These and many other questions were determined by the nature of the social order, due allowance being made for the influence of overseas trends.

This influence of overseas trends was exerted on Queensland education in two ways: firstly, the progress of national education movements in overseas countries, especially in the United Kingdom and the United States, offered a general example to Queensland and the other Australian colonies that could scarcely be ignored; secondly, a more direct, detailed influence was exerted from time to time. Numerous instances of this direct influence of overseas trends on Queensland education were given throughout the study, while the habit of Queensland educators and statesmen in examining the latest developments overseas before taking any major step in education is clearly exemplified by the request of the Queensland Royal Commission on Education (1874), that preceded the passing of the Act of 1875, for "copies of the latest official reports on the state of public education in England, Europe, and America."

It has not proved possible in Queensland, where the culture, like that of all European countries, owes so much to the tradition of Christianity, to establish a secular system of public education. The legend "free, compulsory and secular" is not a valid description of the Queensland education system. Nevertheless this legend persists in the face of very definite facts to the contrary. Bible reading and sectarian religious instruction is given in the public schools, while, in addition, indirect state aid is given to denominational secondary schools through the scholarship system under which students who pass the scholarship examination at the end of primary school may attend "approved" denominational secondary schools with a partial remission of fees. This system has delayed the raising of the school leaving age in Queensland, for at present the statutory leaving age of fourteen years coincides approximately with the age at which the scholarship examination is taken. If this age were raised a large number of pupils at present unable to pass the scholarship examination would remain in school. This would force the Government either to increase substantially the number of state schools or to introduce a system of increased subsidization of denominational schools. Unwilling or unable to carry out the first of these alternatives and terrified of the political consequences of the second, the Government refuses either to abolish the scholarship examination or to raise the leaving age.

It is the opinion of the author that the Government of Queensland should honestly face up to this problem, abolish the scholarship examination--disliked by an overwhelming majority of Queensland teachers--raise the school leaving age to sixteen at least, lower the high school entrance age and replace the present indirect system of state aid through the scholarship system with a comprehensive system of direct aid for denominational schools.

70. HOLM, Neil (Ph. D.). "Completing The Dreaming: Aboriginal And

Neil Holm

White Australian Teachers' Perceptions Of Education." University of Oregon, 1983. 261 pp. Source: DAI, XLV, 1A (July, 1984), 23-A. XUM Order No. DA8408172.

The purposes of this study were to describe the teaching of aboriginal and white Australian teachers in an aboriginal preschool, to identify the culturally shared meanings that guided their teaching behavior, and to abstract from these meanings a generalized understanding of education as a cultural system.

The study was ethnographic in approach, using participant-observation methods that included description of teachers' behaviors, an instrument to quantify classroom processes used, and interviews with teachers. The research was conducted in the Northern Territory over a three-year period in one classroom where an aboriginal teacher and a white Australian teacher taught as a team. During the research, three aboriginal teachers and two white Australian teachers were observed.

The study was guided by a theory of culture as a system of shared meanings and symbols. Anthropologist Clifford Geertz's concept of cultural systems that are shared by social actors whose behavior can be regarded as symbolic action was central to the conceptualization and subsequent analysis.

Differences in teaching behavior were observed in language use, disciplining, playing, responding to children, working with puzzles, and in perception of school. Cultural themes of completeness and incompleteness were used to interpret these differences.

Aboriginal teachers regarded reality as complete. Because children were perceived as almost complete, aboriginal teachers placed less emphasis on actively encouraging children to commence and complete tasks, on exercising close control over children, and on differentiating adult or teacher roles from child or pupil roles. Because aboriginal society was perceived as complete, aboriginal teachers drew their educational models from it: home and community were models for school; "mother" was model for teacher.

White Australian teachers regarded reality as incomplete. Because children were perceived as incomplete, they needed to be helped to become complete: teachers focused on verbal, social, and emotional development. At times, influenced by social change, aboriginal teachers expressed a notion of incompleteness that differed from the white Australian teachers by stressing intellectual development and formal, teacher-centered teaching.

The study suggests that, as a symbolic form, education has different representations in different cultural settings, but incompleteness, in some degree, is common to all.

71. HOOK, Milton Raymond (Ed. D.). "The Avondale School And Adventist Educational Goals, 1894-1900." Andrews University, 1978. 357 pp. Source: DAI, XXXIX, 12A, Part 1 (June, 1979), 7194-A. XUM Order No. 7912439.

Problem

The Avondale school in its initial era is regarded by some Seventh-day Adventists as the denomination's model school. At the time when the pioneers were establishing the school they spoke and wrote about their educational goals and methods in a variety of contexts. Since that time the denomination has published many of the statements on goals and methods and has continued to regard these as normative guidelines for the entire Seventh-day Adventist educational system. However, in their published form the educational goal statements retain little of their historical context. This fact leads to perplexities when attempts are made to analyze the development and true nature of the educational goals. Furthermore, the relevance of the statements for a modern milieu are difficult to ascertain. The purpose of this study was to trace the history of the Avondale school (1894-1900) and thus provide a gestalt for an analysis of the fundamental educational goals enunciated by the pioneers.

Method

This study utilized the historical research method. The problem was approached by reading the letters, diaries, manuscripts, and periodical articles of individuals closely associated with the establishment of the Avondale school. Minutes of various committees were also examined. During the reading of these documents the historical, topical, and biographical details were noted and assessed for reliability. The most relevant and reliable details were selected and incorporated into the narrative. At times, less reliable material was discussed in the course of evaluating the historical evidence. Subsequently, an analysis of Avondale's educational goals was made with the historical context in mind.

Conclusions

Milton Raymond Hook

The conclusions reached in this study are as follows:

1. Leading Seventh-day Adventist schools at the time, in addition to the St. Kilda school in Melbourne, were considered by key pioneers such as S. N. Haskell and E. G. White to be unsatisfactory. Therefore, the Avondale school was established because of real needs both in the Australasian constituency and throughout the entire denomination.

2. The pioneers regarded the establishment of the Avondale school as an opportunity to treat its development as an experiment in order to improve and vindicate their educational ideas.

3. There were two basic goals associated with the Avondale school: the institution was established primarily for the conversion and character development of youth, and it was also regarded as a place where denominational workers could be suitably trained.

4. The individuals who oriented the direction of campus activities used deliberate methods to achieve the goals of the school. These methods included a rural location, Bible study and its integration into all subjects, local missionary activities, manual labor balanced with mental work, and a ban on time-consuming games for those training as denominational workers.

5. By 1900, after a few years of successful experimentation, pioneers such as E. G. White and W. C. White advocated that the Avondale school be regarded as the model school for the entire denomination.

6. The nature of Avondale's goals imply their increasing relevance for today. The rationale originally given for the methods used at Avondale imply their validity for determining methods for use in modern Seventh-day Adventist schools.

72. HORROCKS, Norman (Ph. D.). "The Carnegie Corporation Of New York And Its Impact On Library Development In Australia: A Case-Study Of Foundation Influence." University of Pittsburgh, 1971. 935 pp. Source: DAI, XXXIV, 6A (December, 1973), 3444-A. XUM Order No. 73-27,143.

A study of the impact on the development of library services in Australia made by the Carnegie Corporation of New York. The first grants in Australia for library purposes made by the Corporation were for adult education libraries. After surveys made on behalf of the Corporation culminating in the Munn and Pitt Report (1935), attention was transferred to the development of public library services in Australia. The Library Group, linked with the Australian Council for Educational Research and assisted by the Carnegie Corporation, was in the forefront of this activity. The Free Library Movement, which operated at the State level, led to legislation in support of public libraries. The Movement and Carnegie Corporation surveys after Munn and Pitt are examined. The direct grants made by the Corporation to university and State libraries, to the National Library and to the Australian Institute of Librarians, later the Library Association of Australia, are described.

73. HOUGH, Michael John (Ed. D.). "Staff Development Curricula For Australian High School Teachers: Validation Of A Theory Based Generation Of Preferred Learning Profiles." University of Georgia, 1981. 343 pp. Source: DAI, XLII, 10A (April, 1982), 4276-A. XUM Order No. DA8206277.

The purpose of this study was to design a process to provide differentiated staff development curricula for Australian high school teachers through validation of a theory based generalization of preferred learning profiles.

Societal and educational analyses established that teachers in New South Wales required more effective inservice education based upon needs to assist them cope with societal change, declining school enrollments, decreasing promotion opportunities, and restricted career mobility.

Reviews of proposals for reform in inservice education, career stage needs of teachers and adults, and teacher job satisfaction, helped develop a multidimensional curriculum construction process producing differentiated inservice curricula for selected teacher "types."

"Types" were specified by a matrix incorporating teacher career stage and teacher motivational preference for work. Needs and interests of "work oriented" teachers at early, middle, or late career stage were predicated using a modified Miskel (1975) model of job satisfaction. Predictions of personal and professional learning interests were grouped using a staff development framework devised by the study: job imbedded (classroom); job related (school);

career related (school system); profession related and self directed (personal). A framework of 49 staff development learning issues was constructed, which produced 147 curricular items specific to one of the three career stages.

Patterns of staff development interest predicted as optimal for each career stage were represented graphically by "preferred learning profiles."

The validity of the curriculum construction process was tested through two research hypotheses. One hypothesis tested the accuracy of curriculum "experts" (45 lecturers in New South Wales colleges) to predict levels of interest of "work oriented" teachers at each career stage against teacher responses from a sample of 305 New South Wales high school teachers. The other hypothesis tested differences in response patterns of "work oriented" teachers at each career stage.

Research questions evaluated differences between "work oriented" and "working conditions oriented" teachers and the response patterns of "working conditions oriented" teachers at three career stages.

Expert prediction success rates did not reach the predetermined levels established for validation of the curriculum construction method. However, results clearly divided teachers into "work oriented" and "working conditions oriented" patterns. Career stages were detected, mainly by intensity of interest in staff development, and to a much lesser extent by patterns of interest displayed.

Recommendations for more effective inservice curricula for high school teachers in New South Wales were provided. These recommendations emphasized the satisfaction of career stage developmental needs across both professional and personal concerns.

74. HOWIESON, Noel Dolores (Ph. D.). "The Prediction Of Adult Creative Achievement From Childhood Measures: A Longitudinal Study In Australia, 1960-1983." University of Georgia, 1984. 197 pp. Source: DAI, XLV, 2A (August, 1984), 463-A. XUM Order No. DA8411966.

In 1960, Dr. Paul Torrance undertook a cross-cultural study into discontinuities in developmental norms for creative thinking. The

Torrance Tests of Creative Thinking (TTCT) were given to all the children in two elementary schools across seven cultures. In 1980 he conducted a follow-up study on the white American sample, which gathered data on real-life creative achievement of the original schoolchildren two decades later.

The present research involved a similar follow-up study of the Australian children involved in the original 1960 Torrance study. A total of 306 young adults were available in 1983 of the original sample of 1,067 elementary schoolchildren. These subjects gave self-report data of creative achievements that yielded four criterion measures: Quantity and Quality of Public Creative Achievement and Quantity and Quality of Personal Creative Achievement.

The original 1960 TTCT test scores were validated against each of these criteria. In addition, the protocols were rescored according to the 1984 streamlined procedures, which added three new predictive variables:

1. Abstractness of Titles
2. Resistance to Closure
3. A checklist of Creative Strengths

The new predictive variables produced higher coefficients of correlation with all of the criteria than the traditional predictors and those for both of the personal level criteria and that for Quality of Public Creative Achievement proved significant at the .05 level or better. The predictions were more accurate for the city school than the rural one and for personal creativity they accounted for 25% of the variance in achievement scores.

Stepwise multiple regression analyses were carried out to determine the subset of predictor variables showing greatest predictive value for each criterion. Elaboration proved the most useful of the traditional measures, followed by Originality. Resistance to Closure made a significant contribution to predictive validity for three of the criteria. The Creative Strengths, which significantly increased R^2 for at least one criterion, were Movement, Humor, and internal Visual Perspective. Differences in accuracy of prediction with the TTCT across sex and grade were also investigated.

75. HULL, William Henry Nelles (Ph. D.). "A Comparative Study Of The Problems Of Ministerial Responsibility In Australian And Canadian Broadcasting." Duke University, 1959. 413 pp. Source: DAI,

William Henry Nelles Hull

XXI, 10 (April, 1961), 3148-3149. XUM Order No. MIC 60-6473.

The development of radio broadcasting and then its refinement to include television, facsimile and frequency modulation broadcasting have produced technical, administrative and political problems in almost every country of the world. Each country has, in its own way, met the challenge presented and devised some means of accommodating the new media of mass communication in the national way of life.

In the two countries under study, Australia and Canada, the challenge has been met by the adoption of a dual system of broadcasting, a system in which privately-owned stations operate side by side with publicly-owned ones. The publicly-owned stations are controlled by governmentally-appointed agencies, the Australian Broadcasting Commission and the Canadian Broadcasting Corporation. The Commission and the Corporation are examples of a commonly used governmental administrative device, the public corporation.

The corporate device was adopted primarily as a way of combining a degree of political independence unobtainable in the governmental department with the public accountability of the department. Of deep concern in this administrative arrangement is the role which the responsible minister, as the link between Parliament and the corporation, plays. The attention of this study is focused upon the role of the minister, in both theory and practice, and upon the means available to enforce the responsibilities which are his.

The examination of the theory of the public corporation and of the role which the minister should play reveals a variety of responsibilities which have been assigned to him and several means of enforcing responsibility which are available to particular groups or individuals in society. The formal responsibilities include the appointment and removal of the members of the board of the corporation, the approval of certain of the board's actions and the issuing of directives to the board. The means of enforcement vary with the groups concerned. Parliament possesses the question period, the debate, the committee, the vote of censure and several informal means of enforcement. The corporation's means of enforcement depend upon the conditions of appointment and the powers granted, both to the minister and to the board, in the enabling act. The corporation's employees, other pressure groups and the individual in society have both formal and informal means of enforcement.

The study of Australian legislation and practice reveals a tendency to stress collective Cabinet powers and responsibilities as opposed to individual ministerial responsibility. Nonetheless, the minister acts as the Government's spokesman on most matters dealing with broadcasting and is held publicly responsible for them.

In Canada, there has been a definite tendency to deny ministerial responsibility for the broadcasting agency or its actions. Throughout the years, the ministers have regarded themselves as little more than reporting devices, as channels through which the broadcasting agency may communicate with Parliament. Yet, as in Australia, the ministers have played a more active role than that which has been publicized.

In Canada particularly, there appears to be a need for a clear understanding of the role of the C. B. C. as a programming agency. In both countries, greater recognition than that given in the past to the implications of particular technical and financial changes which have occurred since the War appears necessary. The effect of these changes suggests that the ministers should accept increased responsibility for certain broad policies which are now largely shaped by governmental decisions; that the Canadian minister should possess the directive power; that the Australian minister might make more frequent use of the directive power; and, that a few minor changes should be made to make the means of enforcing ministerial responsibility more effective and to ensure to the Opposition a more nearly equal role in the examination of the operations of the broadcasting agencies than was the case in earlier years.

I

76. INTASUWAN, Pachongchit (Ph. D.). "A Comparison Of Three Approaches For Determining Item Bias In Cross-National Testing." University of Pittsburgh, 1979. 210 pp. Source: DAI, XL, 5A (November, 1979), 2613-A-2614-A. XUM Order No. 7924720.

There is considerable agreement at the conceptual level that a test or test item should be considered unbiased when it measures the same characteristic in the same way in different groups. Latent trait model approaches to item bias address this notion of bias at the item level in a very direct way--by comparing the probability of correct response for a given ability level across different groups. When the probability of correct response is different for people at the same ability level but belonging to different groups (e.g., racial-ethnic, sex, or nationality), one concludes that the item is not operating in the same way in the different groups and hence is biased.

Although several latent trait theory approaches implementing this general definition of bias have clear advantages over other approaches to item bias, there has not been sufficient attention to the similarities and differences among the different latent trait approaches. In this study, three such latent trait based approaches were applied to the item responses of 14-year-old students in England, New Zealand, and the United States to the IEA Reading Comprehension Test administered between 1970 and 1973. The first approach is the most definitive of the latent trait approaches using three parameters to describe the logistic item response curve but it requires large samples for implementation. The second and third approaches, the Rasch model (or one parameter logistic model) and a contingency table approach using a chi-square test, both can be viewed as approximations to the more definitive three parameter case but with the advantage of being more feasible with small samples.

The first purpose of the study was to expand the applicability of the three approaches by developing hypothesis tests for simultaneous comparisons of more than two groups and correcting the statistic first proposed for the contingency table approach. The second was to examine the possibility of cross national item bias on the IEA Reading Comprehension Test, and the third purpose was to compare the three technical approaches on real data.

The item bias indices for each approach were computed for each of the 52 items of the test. A large number of items had significantly different item characteristic curves in the three countries, primarily because of the large sample sizes. Visual inspection of the degree of the differences between the countries supplemented by multiple comparisons suggested that some smaller number of items could be identified as suspect. Content analyses showed that more discrepant items involved Inferential Comprehension content whereas Literal Comprehension and Reorganization items showed smaller country-to-country differences.

The agreement among the three techniques was investigated by comparing bias indices from the three approaches. The bias indices obtained from the three methods were significantly correlated (ranging from .51 to .98), with the highest correlation coefficient between the Rasch model method and the chi-square method. Both these simple methods identified basically the same items as biased. The three parameter model method correlated only moderately with the chi-square method (r=.57) and the Rasch model method (r=.51). This rather surprising result indicates some difference in the types of country-to-country differences to which the methods are sensitive and suggests the need for further investigation of the differences between the three approaches.

Some content anomalies could be seen in the items showing the most extreme degree of bias. One item, unusually hard for the United States students, involved the metric system. Others involved content likely more familiar to one or the other groups (e.g., French Foreign Legion, Eskimos). The more biased items also tended to involve Inferential Comprehension more often than Literal Comprehension or Reorganization suggesting again that the statistical procedures were identifying meaningful discrepancies.

77. ISAACS, Eva Rahelle (Ph. D.). "The Greek Community In Sydney: A Contribution To The Sociology of Ethnicity." University of New South Wales (Australia), 1980. Source: DAI, XLI, 11A (May, 1981), 4855-A-4856-A.

The Problem

The definitions of ethnicity in the relevant literature are confusing and reveal considerable disagreement among the scholars. Ethnicity appears "elusive," "slippery," and "difficult to define with precision," is regarded as apparently static and uni-dimensional and is equated with a trait, an attribute, a variable. In this thesis I sought to come to grips with the term ethnicity as it relates to Greeks in Sydney by means of an analysis of the children's and their parents' daily contact with the local social structures.

Method

In this longitudinal research a stratified random sample of 107 families from a universe of 2,645 Greek pupils in fifteen state schools in the inner city of Sydney constituted the initial study. In the follow-up seven years later the sample dwindled to 93 families. I employed the following field techniques: several informants, modified participant observation, a tape recorder and formal and informal interviews. An open-ended questionnaire constructed for this purpose, which I administered personally, served as a basis for the interviews.

Eva Rahelle Isaacs

Main Results

1. The study establishes: the few relationships the children formed with other-than-Greek peers and the failure of local agencies and instrumentalities to assist them in the preparation for living in Australia have contributed to the development and retention of an intense kinship network which forms a supportive social and familial system.

2. Friendships with Australians begun in early grades fail to mature in senior years, preventing the Greek child from gaining any glimpse into an Australian child's field of reality.

3. At school the Greek child belongs to a class which is artificially organized and away from the classroom he spends his time with other Greeks or immigrants.

4. Teenagers comply with restrictions imposed by parents and most children wish to retain and observe the traditions of both behavioural and familial principles. Modifications which the children indicated in the follow-up study revealed reservations and fears similar to those in the parents' replies in the initial study.

5. Most children have begun to move out of the unskilled occupational category which their parents have filled since their arrival in Australia.

Conclusion

Ethnicity emerges as a dynamic multi-levelled concept resulting from the interaction of two sets of legitimated behavioural and social norms: on the one hand what I termed internal factors or unique foci of the Greeks and, on the other, external factors, those inherent in the social, educational and occupational institutions of the local society. It occurs in the host society and applies to immigrants and their descendants as outsiders, as people who are different from and for the most part unaccepted by the majority.

J

78. JACK, Homer Alexander (Ph. D.). "The Biological Field Stations Of The World: A Comparative and Descriptive Study." Cornell University, 1940, 2 vols., 515 pp., 486 pp. Source: CHRONICA BOTANICA, IX, No. 1 (1945), p. 7.

CONTENTS

Introductory 5

The Purpose of Biological Stations 7

  Nineteenth Century Stations 7
  Twentieth Century Stations 8

The History of Biological Stations 9

  Their Increase 9
  Their Founders 10
  Their Development 10
  Their Abandonment 10

The Location of Biological Stations 11

  Ecological Location 11
  Political Location 11

The Administration of Biological Stations 12

  Sponsorship 12
  Organization 13
  Directors 13
  Finances 13
  Publicity 14

The Equipment of Biological Stations 15

  Buildings 15
  Laboratories And Apparatus 16
  Apparatus For General Biological Research 16
  Apparatus For Instruction 16
  Apparatus For Special Services 16
  Apparatus For Public Education 17

- Apparatus For Miscellaneous Services 17
- Library Facilities 18
- Itinerant Stations 18

The Living Facilities At Biological Stations 19

- Board 20
- Lodging 20
- Cost of Living Accommodations 21
- Health and Recreation 21

Instruction at Biological Stations 22

- The Teaching Faculty 22
- Education, Academic Position and Specialization 23
- Institutional Inbreeding and Faculty Turn-over 23
- Teaching Load 24
- Educational Philosophy 24
- Advanced Instruction 25
- Elementary Instruction 25
- Combined Instruction 25
- The Courses 26
- Sciences Represented 26
- Types of Courses 26
- The Subject Matter 27
- Administrative Problems 28
- Academic Credit 28
- Tuition and Scholarships 29
- The Student Body 29
- Public Education--Aquariums 30
- Museums 30
- Botanical Gardens 30
- Public Lectures 30

Research at Biological Stations 31

- Research By Staff Investigators 31
- Permanent Staff and Program 31
- Part-Time Staff and Program 32
- Research By Independent Investigators 33
- Research By Advanced Students 35
- Facilities For Publication 35
- The Supply of Biological Specimens 36
- Scientific Lectures and Conferences 37

Directory of Biological Stations 39

- Alaska 39

Homer Alexander Jack

Algeria . . . 39
Argentina . . . 39
Australia . . . 39
Belgium . . . 40
Bermuda . . . 40
Brazil . . . 40
Bulgaria . . . 40
Canada . . . 40
Caroline Islands . . . 41
Ceylon . . . 41
Chile . . . 41
China . . . 41
Cuba . . . 42
Czechoslovakia . . . 42
Denmark . . . 42
Egypt . . . 43
England . . . 43
Estonia . . . 44
Finland . . . 44
France . . . 44
French Indo-China . . . 47
Germany . . . 47
Greenland . . . 49
Hawaii . . . 49
Hungary . . . 49
India . . . 49
Italy . . . 49
Jamaica . . . 52
Japan . . . 52
Latvia . . . 53
Manchukuo . . . 53
Martinique . . . 53
Mexico . . . 53
Monaco . . . 53
Morocco . . . 54
The Netherlands . . . 54
Netherlands East Indies . . . 54
New Caledonia . . . 55
New Zealand . . . 55
Norway . . . 55
Panama C. Z. . . . 55
Philippine Islands . . . 55
Poland . . . 56
Portugal . . . 56
Rhodes . . . 56
Roumania . . . 56
Scotland . . . 57
Spain . . . 57

Surinam 57
Sweden 57
Switzerland 58
Tunisia 59
Union of Soviet Socialist Republic 59
Union of South Africa 60
United States of America 61
    Arizona 61
    California 61
    Colorado 62
    Connecticut 63
    Florida 63
    Illinois 63
    Indiana 63
    Iowa 63
    Louisiana 65
    Maine 65
    Maryland 65
    Massachusetts 65
    Michigan 67
    Minnesota 68
    Mississippi 68
    New Hampshire 68
    New Mexico 68
    New York 69
    North Carolina 69
    Ohio 69
    Oregon 70
    Pennsylvania 70
    Rhode Island 70
    South Dakota 70
    Tennessee 71
    Utah 71
    Vermont 71
    Virginia 71
    Washington 71
    West Virginia 72
    Wisconsin 72
    Wyoming 73
Venezuela 73
Yugoslavia 73

79. JECKS, Douglas Alan (Ed. D.). "Certain Implications Of The Catskill Area Project In Small School Design For The Western Australian Junior High Schools." Columbia University, 1964. 259 pp.

Douglas Alan Jecks

Source: DAI, XXVI, 4 (October, 1965), 2014-2015. XUM Order No. 65-2280.

Purpose of the Study

The purpose is to analyze and describe aspects of the Catskill Area Project in Small School Design, as these may apply to the situation found in the Western Australian junior high schools.

Procedure

The Western Australian Setting. Chapters II and III are derived from personal experience, research, and publication regarding Western Australian rural schools, and from data available either in the Teachers College library or obtained directly from Western Australia. The general Western Australian setting, and the development and pattern of secondary education--on a State basis generally, and on a rural basis particularly--are described and documented.

The Catskill Area Project in Small School Design. Within the framework listed below, Chapters IV and V survey both the general and detailed background of the Catskill Area Project.

Basic Area I. Technological Communication:

a. Tape Recorders.
b. Language Laboratories.
c. Data Storage and Retrieval.
d. Programmed Instruction:
    1. Teaching Machines.
    2. Programmed Textbooks.
e. Filmed Courses.
f. Tele-learning.
g. Television.

Basic Area II. Additional Staff Support:

h. Shared Services.
i. Part-time Teachers.
j. Teacher Aides.

Basic Area III. School Organization:

k. Saturday Seminars for the Able and Ambitious.
l. Supervised Correspondence Study.
m. Multiple Classes.
n. Flexible Scheduling.

Douglas Alan Jecks

Content and data are derived from personal contact and discussion, field work, reading, and academic course work related to the various topics. The setting and rationale of the Catskill Area Project is described and documented and is mirrored against a wider background of associated research evidence and literature comment.

Some Implications for Western Australia. In Chapter VI, general and specific Western Australian rural secondary education problems are summated and further documented, and implications derived from the Catskill Area Project are considered. The fourteen aspects of the project, listed above, are reviewed, and the following four questions posed and discussed against the background of the total study.

1. The Use of Technology.
2. Individualization of Instruction.
3. Optimum Staff Utilization.
4. The Twelve Year School.

Focussing on problems of small rural schools with enrollments ranging between 200 and 600 students, the major emphasis of the Catskill Area Project occurred between 1957 and 1961, although antecedents existed and continuing activity and exploration has continued. Developments in each of the three Basic Areas were associated parts of the Project's basic aim of improving the variety and quality of the small school educational program. The increasing emphasis placed upon the development and use of technological communication since the project's formal beginning in 1957 is a significant major trend.

80. JOHNSON, Muriel R. (Ed. D.). "An Investigation of Transformational Geometry With Special Reference To The High School Mathematics Curriculum Of New Zealand." Rutgers University, 1982. 316 pp. Source: DAI, XLIV, 2A (August, 1983), 416-A. XUM Order No. DA8313446.

The mathematical and pedagogical rationale for adopting a transformational approach to geometry in high school mathematics programs includes the fact that the underlying concepts of a transformational approach to geometry--function, invariance, and group--have the power not only to classify and characterize diverse geometries but also to unify geometry with the rest of mathematics. Also, since transformations can be regarded as mathematical models of physical phenomena, such a course lends itself to an intuitive, activity-based approach, offers the opportunity for a meaningful investigation into the nature of space, and encourages first-hand experience of the process of model-building.

Transformational Euclidean geometry forms a component of New Zealand's current unified high school mathematics curriculum. An analysis of the geometry program was carried out and a new program developed focussing on the unifying nature of transformational theory and the underlying notion of group structure; emphasizing the process of model-building; and encouraging, through the use of concrete activity, an intuitive approach to the inherent spatial considerations of each geometry studied.

The new program, which potentially enriches the present curriculum, deals with four major plane geometries. These can be described in intuitive terms as environmental; that is, Euclidean geometry deals with objects that "look alike" in the environment, affine geometry with shadows from the sun, projective geometry with vision, and topology with distortion.

Transformational theory provides a unifying structure and method of study for these geometries. Initially, in grade 8, the study of the transformations and the associated invariants of each geometry is intuitive, using physical models. In grade 9, the study is extended to mathematical models and the notion of a transformational group is introduced intuitively. In grade 10, algebraic models and methods of proof are introduced. Finally, in grade 11, the focus of study is on the interrelationship of these geometries, their transformation groups, their properties of invariance, and their associated equivalence relations.

81. JONES, Margaret Annette (Ph. D.). "Selected Philatelic Events In Physical Education." University of Iowa, 1975. 518 pp. Source: DAI, XXXVI, 12A (June, 1976), 7931-A. XUM Order No. 76-13,398.

The purpose of this study was to trace physical education activities and events noted and commemorated through the medium of postage stamps in selected countries. The countries included in this study were: Greece, England, Sweden, Germany (1871-1945), German Federal Republic, German Democratic Republic, Union of Soviet Socialist Republics, France, United States of America, Colombia, Japan, Republic of the Philippines, Thailand, Australia, Nigeria, and the Republic of South Africa.

Margaret Annette Jones

The Scott Standard Postage Stamp Catalogue was scrutinized to determine which stamps referred to physical education activities. Otther books and articles were used to double check the original compilation. Information regarding criteria for stamp selection and the persons responsible for stamp selection was obtained.

Data were collected from historical and comparative physical education materials, general magazines, and philatelic literature as well as correspondence with representatives of the governments and sports societies in these countries.

The portrayal of physical education on stamps was discussed in relation to topic of commemoration, history or background of stamp theme, and explanation and discussion of the importance and influence of that topic within the designated country. On the basis of the completed research, the following conclusions have been derived:

1. Physical education postage stamps have been issued to note and commemorate significant events, famous persons, facilities, victories, cultural and artistic objects, tourism, propaganda for peace and freedom, and political occurrences as well as Philatelic Weeks and holiday occasions. In addition, stamps were used by some countries to raise funds for both physical education-related and non-related events, memorials, and organizations.

2. Physical education postage stamps played a role in honoring and perpetuating the heritage and culture of the countries studied.

3. All countries participated in national, regional, and international competitions and these events received philatelic attention by the host country; in the case of the Olympic Games, most countries noted Games held in other countries as well as in their own.

4. Activities considered to be the most popular with the citizens of a country (according to the literature) were generally illustrated on postage stamps.

5. A majority of the countries studied had a central governing body which organized physical education programs, only the Philippine Amateur Athletic Federation and the National Swedish Athletic Association received philatelic attention; however, all countries had physical education and athletic associations and clubs and all countries noted anniversaries of these groups.

6. With the exception of the Greek Olympic Game commemoratives, all physical education stamps were issued in the last fifty

years by the countries included in this study. The two communist countries issued the most philatelic materials, with the Soviet Union publicizing victories to a greater extent than other countries.

7. Women were depicted most frequently on dance, diving, and gymnastic stamps. In some events and on some stamps it was difficult to differentiate the sex of the individuals portrayed; however, males tended to dominate on most designs.

8. Criteria for stamp selection tended to be similar within the selected countries with the exception of the length of time that must have elapsed before persons and anniversaries could be commemorated which appeared to be a determining factor in the total number of physical education-related stamps found in the newer countries.

82. JONES, Warren Bruce (Ph. D.). "Factors Influencing Academic Success: A Study Of The Abilities, Interests and Personality Characteristics of Fifth Form Male Students In New South Wales Secondary Schools." University of New South Wales (Australia), 1977. Source: DAI, XXXVIII, 10A (April, 1978), 6014-A.

School examination results for students undertaking secondary or tertiary studies have been traditionally used as the main criteria of academic success. In New South Wales the results from the School Certificate and Higher School Certificate Examinations, undertaken by secondary school students in their fourth and sixth years of study, are used as the basis for selecting or streaming students for advanced secondary study or tertiary study. In addition examination results together with results from a limited psychological testing programme conducted within the school system have formed the basis of career guidance services offered to students by teachers, careers advisors and school counsellors.

In this project the problems associated with the prediction of academic success at the secondary school level, as one aspect of the general area of vocational development and career choice, was investigated. Related areas of research such as wastage, selection and admission programmes in tertiary institutions and differences between individual schools were also considered.

A sample of Fifth Form male students was selected from thirty-five secondary schools in New South Wales. Psychological tests assessing abilities, interests and personality were administered to the students. Regression equations to predict success in the Higher School Certificate Examination were constructed using the psychological test results and measures of academic achievement.

It was found that while measures of general ability and academic achievements were the best predictors of success in the Higher School Certificate Examination, the interest and personality test data also made a significant contribution to the prediction of examination results. However, there were no clear trends in the results in that high and low academic achievers could be distinguished only in terms of general ability.

There were significant differences in the average ability of students between different schools, but there were no clear trends in the results to predict potential Higher School Certificate dropouts.

Using the academic levels within the education system as a theoretical framework, recommendations were made for the implementation of the derived regression equations and norming tables constructed for the psychological tests used in the study. Recommendations were also made for the expansion of guidance facilities within the secondary and tertiary education system and for the more effective and efficient use of academic and careers advisors.

K

83. KANSKY, Robert James (Ph. D.). "An Analysis Of Models Used In Australia, Canada, Europe, and the United States To Provide An Understanding Of Addition and Multiplication Over The Natural Numbers." University of Illinois, 1969. 531 pp. Source: DAI, XXX, 3A (September, 1969), 1074-A-1075-A. XUM Order No. 69-15,330.

Robert James Kansky

The purpose of the study was to identify and analyze procedures and materials used with children in teaching addition and multiplication of natural numbers. As necessary orientation, the study first examined bases for meaningful instruction and the relationship of four classes of models of a number system to those bases. Although models from each class were found to have a place in the mathematics curriculum, only those from the class of structural models--that is, models which are physical or quasiphysical analogs of a mathematical system--both reflected the contemporary mathematician's view of mathematics as a study of abstract systems and seemed appropriate for instructing young children. Therefore structural models were judged to be best suited to introducing natural number system concepts in the elementary school; the remainder of the paper reports a search for and analysis of specific models of this type.

Selected literature from the United States and 21 foreign nations was examined in order to identify structural models in use. The materials studied included 254 elementary school mathematics textbooks, only 43 of which were published in the United States exclusively. (The heavy dependence upon textbook materials was justified by the widely recognized fact that textbooks generally define the mathematics curriculum even at the elementary school level.) The many specific models found were classified according to the general nature of the materials employed (counter, rod, geometric, storyline), the level of abstractness of those materials, and the mathematical sub-system of the natural number system which the model purported to parallel. Models based upon the special physical materials attributed to Cuisenaire, Dienes, or Pollock (Color-Factor), as well as those using the more familiar counter and number line devices, were subsumed under one of the nine general models identified by the classification.

The probable teaching effectiveness of each general model was analyzed with respect to mathematical and pedagogical criteria suggested by psychological principles, research studies in psychology or arithmetic instruction, and recommendations of mathematics educators. The ten mathematical criteria proposed point to the mathematical concepts to be developed by a given model; the nine pedagogical criteria, to teaching techniques associated with the use of a model in developing those mathematical concepts. While these criteria had face validity and were supported by a small number of research studies, each needed further examination through research. For this reason no attempt was made to order the criteria or to assign them weights.

While the study did not propose to rank the models identified, it was meant to serve as a guide to empirical research on structural models. To this end it refined the vague notion of 'model,' proposed the place of models in an arithmetic curriculum, reported and classified current models according to the general nature and level of abstractness of the materials employed, proposed nineteen criteria for judging the usefulness of a given model, analyzed several models in terms of the criteria proposed, and suggested changes in the models now in use that would result in models which are in greater agreement with the criteria proposed. The study thus provides a framework for a coordinated study of a significant problem in mathematics education--the correct use of one or more structural models for the specific purpose of developing natural number system ideas with children in a manner which is consistent with modern mathematical and educational viewpoints.

84. KERR, Ian Alexander (Ed. D.). "Effects Of Teacher Belief Variables On Participation In Curriculum Decision-Making For School-Based Curriculum Development In Western Australia." University of Georgia, 1981. 316 pp. Source: DAI, XLII, 5A (November, 1981), 1932-A-1933-A. XUM Order No. 8123070.

The purpose of the study was to examine the adequacy of a model relating selected teacher belief variables to participation in curriculum decision-making and to derive implications of the model in terms of estimates of the magnitude of direct causal, indirect causal, and non-causal effects among the variables of the posited model.

The population selected for the study was 426 elementary and secondary school teachers in Western Australian schools that were nominated as sites at which school-based curriculum decision-making was practiced.

Data for the study were obtained from a teacher self-report questionnaire. The teacher was the unit of analysis. The six independent variables measured in this study of the implementation of a curriculum innovation were:

1. principal's support
2. quality of in-service support
3. opportunities for student gain
4. clarity of goals and procedures
5. personal sense of efficacy
6. commitment

The correlation and regression procedures of the Path Analysis research design were used to determine whether the relationships between variables were causal and the extent to which variables contributed to the variance in an effect.

The results supported the logic and integrity of the posited model. The major conclusion reported in the study was that three variables, principal's support, personal sense of efficacy, and commitment had direct causal effects on participation. It was concluded that the support of the principal, a sense of professional competence, and commitment were important causes of teacher participation in school-based curriculum decision-making. The magnitudes of the effects of the three variables were comparable. Principal's support had a pervasive but relatively weak overall influence. The variables, opportunities for student gain and clarity of goals and procedures, had strong effects on commitment and sense of efficacy. Commitment was found to be the variable through which the indirect effects of other independent variables on participation were mediated. The study provided evidence about the variables that affect the implementation of curriculum innovations in schools.

85. KEULEMANS, Tony (Ph. D.). "Television In Australian Post-Secondary Education: The Next Ten Years." University of Colorado, 1974. 314 pp. Source: DAI, XXXV, 12A, Part 1 (June, 1975), 7934-A-7935-A. XUM Order No. 75-13,438.

In 1974, courses offered by Australian post secondary institutions, were, in many cases, only available to students able to attend institutions on a full-time basis. A synthesis of studies relating to trends in post secondary vocational and non-vocational education indicates that during the next ten years increased requirements for forms of continuing education will impose differing demands and challenges on the educational system.

It is argued that fulfillment of both educational and social need justify an increased emphasis on external education. Television as an important component of external "learning packages" and as a means of providing access to educational resources can overcome logistical, economic, and related problems associated with the attendance requirements of traditional education.

Correspondence and discussions with communication and educational authorities, combined with the appraisal of official documents, constitute original and primary source material for a number of projections and recommendations about the use of television in education.

In an appropriate operational mode, the more extensive use of television is argued on pedagogical and socioeconomic grounds. However, greater utilization of existing channels of the national television service (ABC) and the commercial stations would only meet a small proportion of actual and anticipated postsecondary requirements. An evaluation of cost and receiver benefits associated with an exclusive educational television channel provides a case for three distribution systems over different time scales.

In the short term the more intensive utilization of the UHF band is indicated. Some UHF stations, in addition to the origination of local ETV/ITV programming, could serve as rebroadcast sites for satellite TV signals.

In the medium-term, a domestic multi-purpose, multi-mode communication satellite appears to be economically feasible before the end of the present decade. A satellite of adequate channel capacity would not only assist in meeting "back-up" requirements for present and future national telecommunication traffic, but would facilitate networking and provide additional channel capacity for educational purposes.

Significant penetration of cable TV is unlikely within the next ten years. In the long-term, its widespread introduction is conceived as meeting the demands for a variety of wideband information services. The development of these services would be complementary to television in an educational context.

The need for a planned but flexible approach to decision-making is reflected in several interlinking proposals. These take account of Australia's long-term communication requirements and the potential social costs arising from the unchecked growth of an educational system geared to the perpetuation of full-time attendance.

During the period 1975-84, "over the air" television transmissions from conventional stations and communication satellites are seen as major factors in the provision of postsecondary educational services. Individual access to sophisticated one-way and two-way audio, video and hard-copy data services available eventually from interconnected wideband satellite systems, would tend to change the nature and effect of the educational process; at both the local and national level, their evolution would make possible comprehensive programming catering to the specialized needs of various groups within society.

86. KEYS, George Eric Maxwell (Ed. D.) "Certain Aspects of Guidance In Western Australia, New South Wales and Ontario." University of Toronto (Canada), 1972. Source: CDI (1973-82), XX, p. 349.

87. KIME, James Richard (D. Min.). "The Incarnation In Missiological Education: Some Proposals For An Australian Curriculum." Eastern Baptist Theological Seminary, 1983. 185 pp. Source: DAI, XLIV, 4A (October, 1983), 1125-A. XUM Order No. DA8318811.

This thesis project addresses the problem of how a missiological curriculum in Australia will be shaped by reflection on the incarnation. Its purpose arises from the need to review the curriculum at the Baptist Theological College of N. S. W., the need to investigate how the term incarnation is used in missiological literature and to understand how the doctrine of the incarnation is seen to shape mission, and the need to help the Australian church understand what mission in Australia means.

Chapters one through three provide a missiological reflection on the incarnation. First there is an analytical examination of some contemporary missiological literature which concludes that the authors understand the incarnation to be a basis for mission in that it provides a ground for mission, defines its meaning, and is the predictor of contextualization. It is also a pattern of mission, particularly of identification and involvement, of concern for this world and of presence. Chapter two draws up some missiological implications from a discussion of the christological background. These are that holistic mission, centered in Jesus Christ, set concretely in the history of a people, will bring about the revelation of Jesus Christ from within society. Chapter three focuses on the Johannine, Pauline and Matthean understanding of the incarnation, developing models that can be applied to mission. These models are the embodiment of cultural concepts, self-giving, and Emmanuel incognito.

A strategy for Australian incarnational mission is developed by applying the insights of the first three chapters to the Australian social and religious context. It is concluded that incarnational mission calls the church to convert from its triumphant-prophetic model to the incarnational-servant model.

Finally a new course is proposed to equip students to be participant/leaders in incarnational mission, modifications to other concerns are suggested, and it is concluded that the concept of incarnational mission should permeate the curriculum and be a critical principle for the validity of mission.

As well as achieving the goal, the importance of the incarnation for the concept of holistic mission has been highlighted, and many avenues for future study have been opened.

88. KINGSLAND, Sharon Elizabeth (Ph. D.). "Modelling Nature: Theoretical And Experimental Approaches To Population Ecology, 1920-1950." University of Toronto (Canada), 1981. Source: DAI, XLII, 10A (April, 1982), 4559-A.

This thesis discusses the history of theoretical and experimental approaches to the biology of populations, which later gave rise to the discipline of population ecology. Using different, though related, historical examples, it examines the basic dilemma that confronted those engaged in population studies from 1920 to 1950: how to simplify a complex problem by using mathematical models, while avoiding the danger of losing sight of the real world. The first case study concerns the polemical debate over the logistic curve, invented by American biologist Raymond Pearl in 1920 and heavily promoted thereafter as a law of population growth. Pearl's claims were subjected to vigorous criticism over the next fifteen years by statisticians, economists and biologists, but the logistic curve survived because of the efforts of the American mathematician Alfred James Lotka and the Russian ecologist Georgii Frantsevich Gause. Lotka analysed the equation from the demographic standpoint, while Gause showed how it could be used to study competition in an ecological context. The thesis then examines Lotka's theoretical research in greater depth and probes the background of his unusual world view, which combined a 19th-century sensibility with 20th-century concerns to create a new science of physical biology having a strong ecological orientation. From there, the thesis explores other mathematical developments of the 1920's and 1930's in population biology, in particular those of W. R. Thompson, Lotka's Italian counterpart Vito Volterra, and Australians A. J. Nicholson and V. A. Bailey. A discussion of the relationship between these researchers and parallel studies in population genetics leads to consideration of the ecological context at the time these works appeared. The thesis then examines the response of the ecological community to mathematical ecology and the experimental research to which it gave rise, with emphasis on the experiments of G. F.

Gause. After indicating how these disparate lines coalesced into the discipline of population ecology in the early 1950's, the thesis ends with a review of the various theoretical points of view in terms of their projected strategies of model building. In general the thesis shows that uncertainties about the role of model building in population ecology have existed from the beginning and arose from conflicts between the precise goals of applied science--to predict and to modify nature--and the broader goals of basic ecological research.

89. KUSSEROW, Tebb (Ph. D.). "Conceptions Of School Sport In The United States And Australia: A Comparative Analysis Of California And Victoria." University of Southern California, 1972. 278 pp. Source: DAI, XXXII, 10A (April, 1972), 5594-A-5595-A. Order 72-11,935.

The purpose of this study was to clarify educational ideas and concepts relevant to a contemporary understanding of interschool sport in the United States and Australia.

Geographically delimited to the Southern Section of the California Interscholastic Federation (CIF,SS) and to the Metropolian High Schools Sports Association (MHSSA) of Melbourne, Victoria, the problem was pursued by:

1. Identification of a conceptual framework that permitted the indigenous expression of educational ideas about interscholastic sport.

2. Identification and clarification of ideas set within the framework of indigenous concepts.

3. Presentation, examination, and comparison of the indigenous ideas.

A review of the contemporary literature of American physical education served to establish the conceptual framework that was utilized in the CIF,SS. Written and oral documents, including letters, completed opinionnaires, reports, unpublished materials, interviews, and a seminar, were the sources for the conceptual framework that was applied in the MHSSA.

On the basis of the conceptual frameworks, opinionnaires were developed and administered to selected educators in each association. Pertinent documents of the respective associations were also examined for ideational content.

The data, presented in terms of opinionnaire response percentage and response priority, and quotations indicative of opinion, were comparatively analyzed for ideational similarities and differences.

Findings and Conclusions

Comparative analysis of the CIF,SS and MHSSA findings provided evidence of three ideational patterns.

The first pattern commonly disclosed: general agreement about man's nature and needs; general agreement regarding theoretical principles of secondary education; general agreement regarding the educational values of sport and for whom sport exists; and internal disagreement concerning the precise nature of the relationship between interscholastic sport and physical education.

The second pattern of thought was characterized by a combination of ideational similarities and differences about the interscholastic sport program and the interscholastic sport coach.

Similarities in program ideology included:

1. An indication that educational and interscholastic sport objectives differ respectively from the objectives of professional sport and from those of physical education.

2. Agreement on activity selection and evaluation criteria.

3. Agreement regarding objectionable features of the program.

4. Agreement concerning the use of inexpensive awards.

Differences in program ideology were reflected by:

1. The order of specific program objectives.

2. The scope and order of essential sport activities.

3. Ideas concerning the financial source of educational sport.

4. Ideas pertaining to the issue of equal standards.

In terms of the coach, it was commonly indicated that:

1. He has the primary responsibility for the educational quality of the program.

2. He should encourage the athlete to sacrifice personal glory for team success.

3. His instructional approach should stress competence over competition.

4. He should have some educational background in physical education, although it is not necessary for him to be a teacher of that discipline.

Ideational differences about the coach were reflected in the terms that defined his role; an emphasis toward the participant and the team; and the personal qualities that were considered to be most important.

A third pattern of thought was denoted by ideational differences regarding interscholastic sport organization. These differences were implicit in the ideas that defined the nature, function, and organization of the CIF,SS and the MHSSA.

Within the context of the ideational patterns that emerged from a comparison of CIF,SS and MHSSA findings it may be concluded that:

1. The indigenous patterns of thought that theoretically define school sport as a component of secondary education reflect a common attitude toward a fundamental set of ideas about man, secondary education, and athletics.

2. The similarities and differences between the indigenous patterns of thought may be viewed and compared through a common conceptual framework which consists of four categories--conceptual foundations, concepts of the program, conceptions of the coach, and concepts of organization.

L

90. LARSON, John Richard (Ed. D.). "An International Self-Evaluation

John Richard Larson

Study Of Fifteen- And Sixteen-Year-Old Students." University of Northern Colorado, 1976. 156 pp. Source: DAI, XXXVII, 4A (October, 1976), 2079-A. XUM Order No. 76-23,181.

The purpose of this study was to appraise the self-evaluation of fifteen- and sixteen-year-old students in the countries of Sweden, Finland, Japan, Australia, and the United States.

The research population (530) included approximately one hundred students, fifty boys and fifty girls, in each nation.

The research instrument was the "How I See Myself Scale," Secondary Form. The scale elicited forty-two responses related to self concept.

The data was processed by computer and reported in percentages. The results were divided into eight categories for comparative analysis.

1. Teacher-School.
2. Physical Appearance.
3. Inter-Personal Competency.
4. Autonomy.
5. Academic Competency.
6. Physical Competency.
7. Emotional Competency.
8. Language Competency.

Categories of adequacy as reported in this study were arbitrarily established.

Self concept as used in this study was reported as being either negative or positive and was determined by the number of students responding to the five self concept choices on the scale. The students marking five, four, or three on an item were considered as positive. Students marking one or two on an item were considered as negative.

On the basis of the data presented, the following conclusions seem warranted.

1. Self concept seems to be fairly high when viewing the total student population surveyed.

2. Physical Appearance and Language Competency are the categories where students appear to have the lowest self-adequacy.

3. When the total population surveyed is compared, boys and girls seem to be fairly similar in their self concepts.

4. The majority of students in each country were positive about their self worth in all categories with two exceptions for the Japanese population.

5. The data indicate that in Sweden, Finland, Australia, and the United States students made similar self evaluations, and in Japan the students fell one range lower in their feelings of self-worth.

6. In four countries there appears to be little difference in feelings of self-adequacy when boys and girls are compared. However, within Japan the boys seem to have a stronger self concept than the girls except in Language Competency.

7. When the data regarding boys and girls were compared within individual countries, the American boys and girls were the most alike in their feelings of adequacy.

It is recommended that the following actions be taken since it appears that from one out of five to one out of three students feel negative in their self-evaluations:

1. That curriculum planners in the five countries surveyed put more emphasis on improving the self concept of students, especially in the categories of physical appearance and language competency.

2. That periodic studies similar to this one need to be conducted to see if student self-evaluation has changed.

3. That similar studies should be conducted within other countries to help educators see a more complete international picture. Specifically, it would be helpful to conduct the research in Communist, Third World, and Oriental countries.

4. Similar studies should be conducted at various grade levels to determine the self worth students have at differing ages.

5. That future studies of this nature should consider the possibility of specifically testing additional variables such as socioeconomic level, different government systems, ethnic backgrounds, the formal education level of parents, and place of residency (urban/rural) of the student population.

6. That this type of study should be conducted with larger samples.

7. That because culture influences self concept, research should be conducted within each country to define that country's optimum concept of self-worth, a concept that will be defined in terms of that country's values.

91. LAWSON, Royston John (Ph. D.). "Professional Commitment And Change Orientation Of Coordinators of Home Economics In High Schools In Victoria, Australia." University of Illinois at Urbana-Champaign, 1978. 191 pp. Source: DAI, XXXIX, 5A (November, 1978), 2789-A-2790-A. XUM Order No. 7820988.

The purposes of this study were to:

1. Identify the professional commitment of coordinators of home economics in Victorian high schools.
2. Investigate the relationship of this professional commitment to change orientation in home economics.
3. Investigate the relationship of change orientation to selected background variables.

In order to meet these purposes, the following procedures were followed:

1. The Change Orientation Inventory for Home Economics (COIHE) was developed to discriminate among coordinators' orientation toward change in home economics education in the following two areas:
    a. aims and purposes of home economics
    b. curriculum and evaluation in home economics
2. The Loftis (1962) Measure of Professional Commitment (MOPC) was used to identify the degree of professional commitment of coordinators.
3. Questionnaire items were developed to identify coordinators' preferences for specific changes in home economics, and to describe selected background variables.
4. The data collected from the study population were analyzed by methods appropriate to the _ex post facto_ causal-comparative re-

search design.

The study population included all the home economics teacher-coordinators from 264 of the 271 high schools in Victoria. Of the 264 coordinators solicited by mail to participate in the study, 228 (86.3%) responded to and returned the questionnaire. The range of respondents' scores on the MOPC was 97 to 181 out of a possible 0 to 200, with a mean score of 145.3. The range of respondents' scores on the COIHE was 151 to 256 out of a possible 0 to 260. The mean COIHE score was 203.7.

To meet the major purposes of this study, respondents were divided into a Low MOPC group (n=57) and a High MOPC group (n=57) on the basis of their scores on the MOPC. The Low MOPC group had a mean COIHE score of 196.3, while the High MOPC group had a mean COIHE score of 211.4. Data were also compiled to reveal the mean ranks and rank orders assigned to twelve given changes in home economics by respondents in the Low and High MOPC groups. Each group ranked five of the six changes intended to be positively related to home economics in the first six preferences.

The F-ratio test was used to test the significance of differences in the mean scores between the Low MOPC group and the High MOPC group for each of the dependent (COIHE total and sub-scales) and independent (background) variables. The values of Univariate F for the COIHE total (17.40), the Aims and Purposes sub-scale (14.15), and the Curriculum and Evaluation sub-scale (17.39), were each significant at the .01 level for 1 and 112 degrees of freedom. With the exception of the F values for membership in a professional subject association (Univariate F=4.49, d.f.=1 and 112, $p < .05$), and for age (Univariate F=4.99, d.f.=1 and 112, $p < .05$), none of the values of Univariate F for the independent variables was significant at the .05 level.

Discriminant analysis was used to assign respondents to the two MOPC groups on the basis of their scores on the COIHE total and subscales and their background variables. The values of the standardized discriminant function coefficients conformed the results of the Univariate F-tests. However, each discriminant function was, as a total entity, significant in its ability to maximally separate the Low and High MOPC groups.

Coordinators in this study population exhibited a relatively high degree of professional commitment and change orientation. These attributes were adequately measured by the Loftis Measure of Professional Commitment and the Change Orientation Inventory for Home Economics. Coordinators who were more committed to the profession evidenced a greater level of change orientation. Except for age and membership in professional subject associations, the background variables did not significantly differentiate between less- and more-committed coordinators. Analysis of respondents' written comments demonstrated that while many coordinators were receptive to innovation, most changes were regarded as ancillary to their traditional programs.

The findings from this study are useful, particularly in Victoria, for determining:

a. The content and scope of home economics pre-service and in-service teacher education.

b. The aims and purposes of home economics curricula in secondary schools.

c. The nature of the home economics public relations effort.

d. The organizational strategies necessary for implementing planned change in home economics.

92. LEWIS, Ruth Benella (Ph. D.). "A Need-Press Comparison Of Australian And United States College Groups." University of Alabama, 1970. 195 pp. Source: DAI, XXXI, 10A (April, 1971), 5133-A. XUM Order No. 71-9110.

The purpose of this study was to conduct a cross-cultural comparison of student needs and environmental influences in U. S. colleges and the University of Adelaide, South Australia, and to make a similar comparison of differences existing within the University of Adelaide. The Activities Index (AI) and the College Characteristics Index (CCI) were modified to suit distinctive aspects of Australian culture, and a pilot administration with psychology classes was conducted to further refine the instruments.

The main study utilized a stratified, random sample, drawn by the computer on the basis of sex, faculty, and year of study, excluding first-year students, part-time, postgraduate, overseas, and some diploma students. The nine faculties selected were Arts, Science, Medicine, Engineering, Law, Dentistry, Economics, Architecture, and Music. A 15% sample (467 students) were invited to participate, and 412 students (92.3%) completed the questionnaires; 412 sets were actually analyzed.

Statistical treatment involved using a formula for testing the differences between the means for the cross-cultural comparisons. The Australian analysis required a similar formula but mainly utilized a multi-factor analysis of variance technique (a 7 x 3 factorial design), with the F ratio and t tests as tests of significance. The .05 level was the necessary confidence point although most results were significant at the .01 and .001 levels of confidence. Rank orders for faculty and year of study groups were also employed.

In the cross-cultural comparison of the AI, U.S. male students scored significantly higher than Adelaide men on seven of the twelve factors:

1. Self-Assertion.
2. Intellectual Interests.
3. Motivation.
4. Applied Interests.
5. Orderliness.
6. Submissiveness.
7. Closeness.

Australian men did not score significantly higher than U.S. men on any AI factor. Australian women scored significantly higher than U.S. women on Audacity-Timidity, Intellectual Interests, and Egoism-Diffidence. U.S. women scored significantly higher only on Orderliness. Cross-sex, cross-cultural comparisons revealed that Australian women scored higher than all groups, both male and female, on Intellectual Interests; and they scored close to the U.S. male mean on Submissiveness.

On the CCI, U.S. Ss scored significantly higher than Australian Ss on six of the eleven factors:

1. Intellectual Cimate.
2. Academic Climate.
3. Academic Achievement.
4. Self-Expression.
5. Group Life.
6. Academic Organization.

Australian students scored significantly higher on Social Form and Play-Work.

University of Adelaide men students scored significantly higher than the university's women students on the needs factors of Self-Assertion and Audacity-Timidity. The women students scored higher than the men on Intellectual Interests, Submissiveness, Closeness, Sensuousness, and Expressiveness-Constraint.

On the AI, significant differences between the faculties on six of the twelve factors revealed the pattern of Arts, Medicine, and Science students scoring high on Intellectual Interests factor, with Dentistry, Law, and Economics scoring low. A similar pattern was observable on the press factors, where the faculty differences were significant for Intellectual Climate, Student Dignity, Academic Climate, Group Life, Social Form, Play-Work, and Vocational Climate.

There were few year of study or interaction effects on the AI and CCI. This finding supported the view of the AI as a more stable personality instrument. It also suggested that other possible sources of variance should be tested in future studies.

It was concluded, therefore, that both the AI and CCI proved capable of differentiating between groups of students, both cross-culturally and internally. Sex, faculty, and a few year of study variables led to the emergence of a defined pattern of personality needs and perceptions of environmental press.

93. LONEY, Roderick Nicholas Alfred (Ed. D.). "Proposals For The Organization Of Rural Secondary Schools With Special Reference To Trinidad-Tobago." Columbia University, 1964. 272 pp. Source: DAI, XXVI, 3 (September, 1965), 1514. XUM Order No. 65-4739.

This project involves the preparation of proposals for organizing secondary schools for rural youth in Trinidad-Tobago, West Indies. The need for the study grew out of the increased inadequacy of the present institutional arrangements to cope with the educational needs of rural youth under a system of free secondary education for all.

The procedures followed for obtaining data and preparing the proposals are indicated below:

1. An examination of the historical roots out of which the present system of education in Trinidad-Tobago derived.
2. An examination of the organization and operation of rural post-primary facilities in Trinidad-Tobago and the conditions of life in the school's community.
3. An examination of current practices in the organization of secondary schools for rural youth in more highly developed territories:

a. United States
b. Britain
c. Australia
d. New Zealand

4. A selection of some general principles recommended by the experts for organizing the most adequate system of secondary schools in rural areas.

5. The formulation of proposals for rural secondary schools in Trinidad-Tobago, based on the findings of the experts and adapted to the resources and conditions of life of the rural people of Trinidad-Tobago, West Indies.

The findings of the project were stated in the form of proposals. These included the following ideas:

1. That rural secondary schools be established in the rural areas of Trinidad-Tobago to replace the present post-primary classes and inadequate provisions in urban schools.

2. That the individual rural community participate directly in the administration of these rural schools.

3. That the school's programme be built around the principles of "small group learning" as these have been indicated in the project.

4. That the curriculum be designed to implement the principle of equal opportunity for each learner.

5. That the role of the Ministry of Education become more advisory and supportive of locally oriented programmes.

6. That the school plant be designed to fit the immediate and projected programmes of the school.

M

94. McCLOUGHAN, Evelyn (Ph. D.). "The Process And The Product Of Rede-

Evelyn McCloughan

veloping A Curriculum Of Physical Education For New South Wales Secondary Schools." Ohio State University, 1963. 319 pp. Source: DAI, XXIV, 4 (October, 1963), 1474-1475. XUM Order No. 63-6254.

A combination of historical and geographical factors led to the development of a centralized system of public education in New South Wales, Australia. Originally designed for an intellectual elite, secondary education has continued to utilize the standardized, subject-centered courses of study by which students in all parts of the state can be prepared for the terminal Leaving Certificate Examination. The examination system has been responsible for the use of prescribed curriculum materials in all subjects, although not all subjects are taken by candidates for the public, competitive examinations.

Because physical education is not a subject taken at the Leaving Certificate Examination, it provides an excellent medium for a pilot study in curriculum construction. By initiating new methods of curriculum construction in a single subject field, it is possible to study the effects of change without disrupting the state-wide program of secondary education.

The purposes of the study are:

1. To involve physical education teachers in the process of curriculum construction, thereby laying the foundation for a decentralized approach to curriculum construction.

2. To initiate a new pattern of curriculum construction by developing a non-prescriptive guide to the teaching of physical education in New South Wales.

3. To draw conclusions for the consideration of administrators in other subject fields as to the worth of a centrally coordinated method of curriculum development.

This study employs the method of action research. The procedures employed are listed in the order in which they were taken:

1. A survey of the existing position was made. This entailed careful study of the existing physical education curriculum, analysis of physical education inspection reports, and interviews with physical education teachers.

2. On the basis of this survey a plan of procedure was evolved. The plan, which employed a central committee and eight subcommittees of practicing teachers, was presented at an annual conference of physical education teachers where it was decided to proceed with the project.

3. A questionnaire was sent to all physical education teachers in state secondary schools. Replies to the questionnaire facilitated the organization of working groups.

4. Teacher-committees proceeded with the construction of a teaching guide employing workshops, conferences, library research, observation, and correspondence as their basic methods. Each phase of the work was evaluated by teachers in secondary schools.

5. The guide was used experimentally by physical education teachers for a period of twelve months, at the end of which time an evaluation was made, primarily by means of a check list and also by a study of inspectors' comments.

The evaluation indicated three major results:

1. The centrally coordinated approach to curriculum construction is acceptable to teachers.

2. Teachers are capable of constructing and using a non-prescriptive curriculum.

3. Student interest in physical education is increased when teachers are actively involved in curriculum development.

This study represents only the first step toward curriculum reconstruction in New South Wales. The results to date are encouraging, but there is need for further evaluation and revision of the materials produced thus far, just as there is need for continuation, extension, and refinement of the procedures employed.

95. McDOWELL, Ernest Gordon (Ed. D.). "An Approach To The Reorganization Of The Rural Secondary School Program In Tasmania." Teachers College, Columbia University, 1948. 238 pp. Source: Eells, p. 212; and TCCU DIGESTS (1948), pp. 287-289.

In 1936 Tasmania began to improve rural education by establishing consolidated schools. By 1946 fifteen 'area' schools, designed to cater for both elementary and secondary education, had been built. Prior to 1936 there were but two small secondary departments in rural Tasmania. However, the new schools attracted few secondary students, since most pupils terminated their schooling at Grade 7. Then in 1946 the school leaving age was raised from fourteen to sixteen. Naturally secondary classes began to grow.

This project seeks to draw attention to the unique opportunity Tasmanian educators now have of inaugurating a program of secondary education that could transform rural living. It aims primarily at suggesting the direction which curriculum should take in the rural secondary schools.

The way of life of people in roral Tasmania is largely determined by the particular environment in which they live and by their racial heritage. In these should the philosophy of the educational program be rooted. The major forces that shape this life are the topography of the country, its climate, its soil, its natural resources, its economic structure, its social patterns and institutions. These must be carefully studied as the basis of the school program. For this reason the project outlines them. Moreover, in formulating a philosophy of rural education, as this project does, it is necessary to examine the constructive ideals and attitudes which are fostered by rural life and which are especially fostered by family farms, the typical unit in rural Tasmania.

The schools should give a prominent place to agriculture. Soil and pasture management, cropping and animal husbandry, should all loom large in the curriculum. This agricultural education should be given in the setting of the family farm. The school should operate a small-scale farm on which activities are carried out appropriate to the major vocational operations of the farming community.

The girls should study all aspects of the management of the farm household and study them in the setting of the farm home. Business education and shop-work, as well as college entrance subjects, should be taught so that all rural young people may secure the preliminary training necessary to enter upon a productive occupation. But all teaching should be as functional as possible. Work experience should form part of each student's program.

All students should receive instruction in social competence, the studies to embrace home and family life and social behavior. Other compulsory aspects of the program should include health and recreational activities, language and communicative arts, social studies, music, and art.

Underlying the whole curriculum should be a guidance program which seeks to foster the students' personal, social, and occupational adjustments.

The project recommends that curriculum development should originate within the local school rather than with an external authority.

Some attention is given to the progress made toward school consolidation in Tasmania. Further extension is recommended. Stress is placed upon the necessity to consolidate so that the secondary enrollment is sufficiently large to produce efficient staffing. A minimum enrollment of 150 is recommended.

Finally the problem of bus transportation of pupils is examined and the recommendation made that the present contract system be changed to school owned and operated buses.

The material of the project was based partly on a study of Australian and New Zealand literature on the subject, and partly on material in Russell Hall Library, Teachers College, Columbia University. However, the most valuable ideas were gained from travel in Australasia and North America. A visit was made to the chief rural districts of Tasmania and to most of its secondary schools. A three months' visit was made to New Zealand where school consolidation was investigated. A five months' tour of schools in twenty-four of the American states and in three of the Canadian provinces followed.

96. MacKENZIE, Thomas Findlay (Ph. D.). "Social Forces Influencing The Evolution Of A State Educational System In New South Wales, With Special Reference To The Period Of Australia's Incipient Nationalism." New York University, 1933. 148 pp. Source: Eells, p. 212; and New York University, School of Education, ABSTRACTS OF THESIS (1933), pp. 1-4.

The Problem

The twofold purpose of this study is to determine:

1. The influence of the social forces underlying the development of the educational system of the State of New South Wales.

2. The extent to which the evolution of this system is a product of Australia's incipient nationalism.

Limitation of Subject

The scope of this subject is limited to the period covering the early settlement of New South Wales in 1788 to the opening of the present century when the six respective States of the continent were united into the Commonwealth of Australia. The history of the educational system of New South Wales is a history of the centripetal forces in the life of the community overcoming the centrifugal forces. In this instance, the centripetal forces were allied with the nascent nationalism manifested about the middle of last century, gathering momentum in the next two decades, and by 1901 definitely expressing national unity in a Federated Commonwealth. Attention has been focused on the significance of the relationship of the evolution of the state educational system during the period of the growth of nationalism.

Significance of Nationalism in this Study

Nationalism in its modern development is closely related to patriotism and imperialism, and the historical evolution of this concept is definitely associated with the cultural and historical tradition of a country. The discovery and settlement of Australia in the last quarter of the eighteenth century was undoubtedly influenced by the revolutions--American, French, and Industrial--of the period. British imperialism directly and indirectly emphasized the consciousness of civic loyalty in an expanding community. In about a century and a quarter after the first settlement in this continent, a movement in support of Australian nationalism culminated in Federation and, although definitely influenced by social forces at work within the community, Australia remained an integral part of the greater community, the British Empire.

It also happens that one of the leaders in support of the national movement in Australia was also the leader in urging a system of education under state control. Thus the two movements were supplementary to each other in the program of such a leader.

Summary of Findings

1. The discovery, settlement, and early development of Australia occurred in a period of revolutions--American, French, and Industrial--and expediency rather than any constructive colonial program characterized Great Britain's imperialistic venture in this region.

2. The period of the gold discoveries in Australia during the middle of the last century gave an unusual impetus to the development of the country, and the decade following was to witness the rise of self-government and institution of separate states later united into a Commonwealth.

3. As a British community, it was to be expected that apart from the native stock of aborigines, the population would consist of representatives from the British Isles; and it is estimated that 97.5 per cent were born in Australia, New Zealand, or the British Isles. In 1921, 99 per cent of the total population or 5,387,000 were of European descent, while those of non-European stock numbered 31,000.

4. A census examination shows that the English represent about 53 per cent, the Scotch 13 per cent, the Irish 23 per cent, the Welsh 1.5 per cent, and other Europeans 9.5 per cent. Of the latter, Germans account for about 5 per cent and the Scandinavians about 2 per cent. Other representatives include Italians, Dutch, French, and Jews. The institution of the White Australia policy expressed through the Federal Immigration Act of 1901 has attracted world-wide attention.

5. The religious agents in the community were among the first to pay attention to the educational program. Their efforts were aided by the interest and recommendations of the various governors in charge.

6. In 1841 a Select Committee on Education was appointed and it discovered that practically half of a group of twenty six thousand children between the ages of four and fourteen were receiving no education at all. By 1848 education in the State of New South Wales was under the control of two boards, one representing the national or state interests, the other denominational interests.

7. The struggle between these two groups continued for eighteen years, until an initial victory for the advocates of a system of education under state control was won in 1866 by the introduction of a Public Schools Act which prescribed the conditions for state aid to denominational schools.

8. The Public Instruction Act of 1866 was amended by the Act of 1880 whereby complete governmental control of education was the only solution of the irreconcilable claims of church and state.

9. The work of Sir Henry Parkes was highly significant in the establishment of an educational system under state control.

10. Parkes regarded the state educational system as a part of the program of a wider nationalism that was to be realized in the formation of the union of the six states into the Commonwealth of Australia in 1901.

Conclusions

1. The cultural and historical tradition of the British Isles was transferred to the colonial wilderness of New South Wales in the year 1788, and the problems of the physical frontier claimed immediate attention for over a quarter of a century.

2. The population was of British stock and therefore presented no problem of racial assimilation. At present the percentage of the British composition is about ninety.

3. The various churches in the colony of New South Wales were the first to manifest interest in the administering to the educational needs of the community, and in 1810 they established schools from certain available public funds.

4. The various state governors appointed as representatives of the Crown manifested interest in the educational needs of the colony and Governor Bourke recommended the introduction of a national school system.

5. In 1844 a Select Committee on Education was appointed, and it discovered that the existing educational provisions were inadequate, and four years later it introduced a system of dual control represented by a Board of National Education and a Denominational Council, the former concerned with the group desirous of a system of education under state control, the latter interested in a system of education controlled by religious denominations.

6. The entrance of Sir Henry Parkes, one of Australia's most constructive statesmen and a prominent national leader, into the political arena was responsible for the introduction of the Public Schools Act of 1866 which was heralded as an initial victory for the advocates of a system of education under state control.

7. The Act of 1866 abolished the boards of dual control and instituted in lieu of them a Council of Education and prescribed the conditions under which the denominational schools were eligible for state aid.

8. The denominational schools realizing the handicap of a limitation of state aid, under the leadership of Archbishop Vaughan,

advocated special consideration of the denominational interest in a state system of education.

9. Though reluctant to agree to suggested changes in the Education Act of 1866, Sir Henry Parkes was forced by the revival of sectional conflicts to admit that the complete secularization of education in New South Wales was the only expedient solution to the problem.

10. The sequel was the Education Act of 1866 whereby the control of education was vested in a Minister of the Crown. State aid was withdrawn from denominational schools and primary instruction was made available to all children without sectarian distinction.

11. Such a measure was the foundation of the state educational system of New South Wales and preceded by two decades the culmination of the Federal movement which in 1901 reached its climax in the Commonwealth of Australia for which Sir Henry Parkes had worked so zealously.

12. The present state educational system of Australia leading from kindergarten to primary, secondary, technical, and higher education rested upon the foundation laid by Parkes in the New South Wales Education Act of 1880.

97. MACKEY, John (Ph. D.). "The Passing Of The New Zealand Education Act, 1877: The Genesis Of A State School System In The Nineteenth Century." University of Notre Dame, 1963. 541 pp.

Source: DAI, XXV, 1 (July, 1964), 265. XUM Order No. 63-7331.

This dissertation is a study in the field of educational history. The source material has been drawn principally from official government documents; some were from the papers of the British Colonial Office, some from the Acts and Proceedings of the Provincial Councils, and the major part from the Debates of the New Zealand Parliament. These official documents have been supplemented by newspapers, pamphlets, and unpublished papers. The procedure followed was to present the material in chronological order.

The main purpose of the study was to present the development of opinion in New Zealand as it affected the form which the national education system, definitely established by the Education Act of 1877, was to take. In following the course of the evolution of opinion four distinct phases are considered:

1. The period of presettlement.
2. The period of Crown Colony rule.
3. The period of Provincial Councils.
4. The period of Parliamentary government.

The educational structure of New Zealand is free, secular, and compulsory. None of these qualities characterized the beginnings of education in the country. The need to meet the practical problems associated with popular education led to such a change in opinion that in 1877 Parliament was willing to accept these qualities as necessary for a national system. The practical problems which led to their acceptance were:

1. The need to provide adequate financial support for common schools.

2. The need to invoke the compulsion of law if education was to be effective.

3. The need to protect religious liberty in a system of compulsory education.

4. The need to provide the educational background necessary for democratic government.

An explanation was also sought for the fact that New Zealand, in adopting a system of free, secular, and compulsory education, followed the example of the United States in the organization of education, rather than England, which was the primary source of its educational ideals. The most satisfactory solution to this seeming anomaly was found in the concurrence of problems that belonged to frontier societies, a condition which New Zealand shared with the United States rather than with England.

Since the essential element in a system of unitary state schools in a pluralist society is that it be secular, special attention was paid to the elements which contributed to the religious problem in New Zealand. These were treated:

1. The contrast between the Protestant and the Catholic view of the nature of the Church and its relation to the Bible.

2. The distinctive qualities that contributed to the action of the Anglican community, the major religious body in the country, regarding education.

John David McLaren

98. McLAREN, John David (Ph. D.). "Culture, Literature and the Humanities: A Study Of The Development Of The Ideas Of Literary And Humanities Studies In The Western World From The Renaissance, With Special Attention To The Writings Of F. R. Leavis." University of Melbourne (Australia), 1983. 745 pp. Source: DAI, XLV, 8A (February, 1985), 2425-A. XUM Order No. DA8326974.

The expansion of tertiary education during the last twenty years has raised the issue of whether the function of humanities studies is to develop the interests of the individual or to provide an education which will enable him or her to participate more fully and usefully in society. Behind this issue lies the problem of the actual value of the humanities in an advanced technological society.

This thesis examines the emergence of humanities studies in the European renaissance, the social function of these studies, and the ideas about education which they generated. It then considers the ways these ideas were modified by liberal thinkers such as Matthew Arnold and Cardinal Newman in response to the new situation brought about by the industrial revolution, and looks at how these ideas were applied to public policy in the twentieth century, using the example of Australia from 1950-1981. The main part of the thesis then analyses the literary and educational theories and practice of F. R. Leavis in order to determine their relationship to each other and relevance to the contemporary practices of literary and humanities education in colleges and universities. Finally, the present status of these ideas is considered in the light of the post-structuralist debates about the nature of literary experience.

The thesis shows how Leavis's ideas about the function of literature and its place in education were developed in opposition to the conditions of industrial society, but were flawed by the contradiction between his understanding of literature as the embodiment of the values created collectively by the whole of society and his view of properly educated literary intellectuals as an elite class maintaining these values in an alien society.

The thesis concludes that literature can still serve as essential educational function as a counter to mechanical theories of social determination, but will serve this function only as literary studies restore their connection with the whole cultural structure of contemporary society.

99. MADDERN, Dennis James (Ph. D.). "Leader Behavior And Teacher Perceptions Of Organizational Climate In Public Primary Schools In Melbourne, Australia." University of Oklahoma, 1980. 109 pp. Source: DAI, XLI, 10A (April, 1981), 4238-A. XUM Order No. 8107962.

This study was designed to determine whether a relationship exists between leader behavior and organizational climate. The study was conducted in 47 primary schools in Melbourne, Australia.

The independent variable was leader behavior, which was measured by the sub-tests of the Leader Behavior Description Questionnaire (LBDQ) i.e., Initiating Structure and Consideration. The dependent variable was organizational climate which was measured by the salient sub-tests of the Organizational Climate Description Questionnaire (OCDQ), i.e., Thrust, Esprit and Consideration.

Canonical correlation analysis along with the Pearson Moment Product Correlation was utilized as the statistical methodology. The data analysis showed that a statistically significant relationship existed between H_2; Initiating Structure--Thrust, H_4; Consideration LBDQ --Consideration OCDQ, H_5; Consideration--Thrust H_6; Consideration--Esprit. H_1 Initiating Structure--Consideration and H_3 Initiating Structure--Thrust were found not to be statistically significant.

These findings were similar to other leader behavior--organizational climate studies in other countries which gives further evidence to these instruments in terms of validity and reliability. It further indicates that organizational climate as measured by the OCDQ is being, and can be, manipulated by certain variables associated with a leader's behavior.

100. MAHON, James M. (Ph. D.). "Catholic Primary Education In New South Wales 1867-1883." University of New South Wales (Australia), 1981. Source: DAI, XLII, 11A (May, 1982), 4745-A.

This thesis studies Catholic primary education in N.S.W. during the final phase of association with the State in the nineteenth century. The consequences of closer government direction inaugurated by the Public Schools Act of 1866 are followed in areas such as school management, teacher training, curriculum and teaching methods.

The position taken by the Catholic Church with regard to the Act is considered. Attention is given to the different reactions of the bishops to the law, to the ways in which they sought to exploit it to the advantage of the Church and in which they set up independent schools. The decision to exploit the Act left some lay people wondering if the opposition was only one of rhetoric. Further, there had always been a small number of articulate Catholics, representing a larger silent group, who favoured the use of public schools.

The realisation of this confusion among Catholics and of a growing intensity of conviction in the wider community for further radical reform caused some Church leaders to urge the issuing of a strong statement with the backing of the whole hierarchy in favour of Catholic schools. The inability of Archbishop Polding to envisage an independent Catholic school system and differences with other bishops over styles of churchmanship postponed this.

But, in 1879, with Polding gone and public debate becoming sharper, the Church briefly took the initiative in the Joint Pastoral. Its style and the uproar that followed quickly had the Bishops on the defensive. Debate during the whole period is analysed, with special attention given to the opinions of lay Catholics. Preparations made by Catholics to maintain their own schools after 1882 are examined. The operation of these schools in 1883 is considered as pointing the way for future development.

01. MAMMAN, Stanley Adamu (Ph. D.). "The Participation By Kaduna State Primary School Teachers In Selected Areas Of Educational Decision Making." Ohio University, 1983. 225 pp. Source: DAI, XLIV, 6A (December, 1983), 1649-A. XUM Order No. DA8319005.

This study attempted to determine the actual and desired involvement of Kaduna State primary school teachers/headmasters in five selected areas of educational decision making. Participants included 137 headmasters and 802 teachers of 140 selected primary schools (i.e., 5 percent of the total primary schools in the State). Teachers and their headmasters completed similar questionnaires to indicate their actual as compared to their desired involvement within their respective Local Education Authorities. The results of the correlation of their paired opinions indicated that in all the five decisional areas, viz: curriculum development, selection of school resources, personal-professional growth, conditions of service and school evaluation, a majority of the teachers and headmasters believed that their actual involvement was deficient. These same results revealed that most of the teachers and headmasters would like increased involvement in the five selected decisional areas.

The study confirmed the results of earlier research conducted in Britain, Australia, Canada, and the United States, that primary school teachers in those countries, too, have perceived their actual involvement in educational decision making as deficient. Furthermore, previous research studies generally indicated that teachers, through their labor organizations, have been exerting great pressure on the school administration to win greater opportunities for participation in educational decisions that affect them and their pupils.

The review of related literature shows that involvement of teachers and headmasters does not provide the solutions to the educational problems. However, it is believed that whenever the school administration and the teachers/headmasters (the only certified group of individuals who implement the education policies) sit together and listen to one another they can achieve greater positive results. Sharing information and facts seems to be the best approach to the identification of educational problems and the search for effective and permanent solutions to them.

This study suggested that more collegial decisionmaking in the Kaduna State primary schools system will not only heighten teachers/headmasters' morale, but also produce greater satisfaction and organizational productivity.

102. MARSH, Colin James (Ph. D.). "A Comparative Study Of Preservice Teacher Attitudes To Selected Inquiry Teaching Techniques In Social Studies At The Ohio State University (United States Of America) And The Secondary Teachers' College (Western Australia)." Ohio State University, 1973. 323 pp. Source: DAI, XXXIV, 11A (May, 1974), 7089-A-7090-A. XUM Order No. 74-11,009.

The main objectives of this study were to ascertain whether preservice social studies teachers had positive attitudes toward selected inquiry teaching techniques as measured by the semantic differential; whether these attitudes were related to specific characteristics in terms of personal attributes, informal education experiences and formal education experiences; whether there were any significant differences in attitudes and related teacher characteristics among preservice social studies teachers from an American population (The Ohio State University) and an Australian population (Secondary Teachers' College).

A total of 138 preservice teachers were surveyed, representing an institution from each of the two countries. The two instruments, a semantic differential and a personal inventory, were administered to seniors who had taken a large proportion of the academic and education courses and who were in the middle of their student teaching quarter. The statistical measures utilized included t tests, analysis of variance, and factor analysis.

Major Findings

1. Preservice teachers in the O.S.U. and S.T.C. populations had:

    a. Positive attitudes about inquiry teaching techniques in social studies as measured by the semantic differential.

    b. No substantial differences in attitude scores as measured by the semantic differential although item analysis revealed a tendency for the former to be more teacher-centered and the latter to be more child-centered.

    c. Significant correlations between attitude scores and three personal attribute variables [sex, dogmatism (negative) and openmindedness].

    d. Significant correlations between attitude scores and two informal education variables [part-time jobs (negative) and reading habits].

2. The O.S.U. population had significant correlations between attitude scores and the following formal education experiences:

    a. High school experiences in social studies (negative).

    b. General education courses at college (English literature, foreign language, philosophy).

    c. History and social science courses at college [geography, sociology, anthropology, history (negative)].

    d. Education theory courses at college.

    e. Student teaching experience with inquiry techniques.

3. The S.T.C. population had significant correlations between attitude scores and the following formal education experiences:

   a. High school experiences in social studies, English and foreign languages.

   b. History and social science courses at college [history, political science, geography (negative), anthropology (negative)].

   c. Education theory and methods courses at college.

   d. Student teaching experience with inquiry technique.

Conclusions

1. Both populations of preservice social studies teachers displayed positive attitudes toward selected inquiry teaching techniques. The results were particularly high despite the fact that the attitude scores were obtained indirectly through the semantic differential.

2. Personal attribute variables such as sex and openmindedness and informal education variables such as reading habits yielded higher correlations than any of the formal education variables.

3. The American population of preservice teachers yielded significant correlations between attitude scores and general education courses such as English literature, foreign languages and philosophy. There was a relative lack of significant correlations for either the social sciences or education courses.

4. The Australian population of preservice teachers yielded significant correlations between attitude scores and high school and college courses. There was a similar lack of significant correlations for college courses in the social sciences.

5. A comprehensive, large scale study is urgently needed to determine to what degree inquiry teaching techniques are being utilized by teachers at the high school and college levels. This study indicated that formal teaching techniques at present may still be very traditional in orientation and largely antithetical to the growth of inquiry learning.

103. MASON, Milton Lewis (Ph. D.). "Carinya: The Social-Class System Of An Australian Community." University of Missouri at Kansas

City, 1960. 334 pp. Source: DAI, XXVIII, 2A (August, 1967), 804-A-805-A. XUM Order No. 67-10,103.

General purpose and theoretical basis

The overriding purpose of this study is to make a cross-cultural comparison of the socialclass system of an Australian and an American community. The main problem is the field study of Carinya (pseudonym), a semi-rural, Australian community. Drawing upon the approach of social anthropologists to the study of social class in America, a culturological view of social class systems is set forth as the theoretical basis for the investigation.

Major hypotheses

The following major hypotheses are set forth:

1. That the general culture of Carinya provides the citizenry with a conceptual model of the social organization of the community in terms of a rank ordering of major subcultural units (social classes).

2. That families classified according to the culturally given social class model possess distinctive patterns of status symbols and distinctive patterns of leadership and participation in theformal associations of the community.

3. That the culturally prescribed models of social class in Australia and America are similar enough to produce congruency in social class configurations and participation patterns.

Procedures

The following procedures are used in testing the above hypotheses:

1. Informal and formal interviews (hypothesis 1).

2. The development of a social class index (hypothesis 2).

3. The social class analysis of associational membership and leadership through the application of the index (hypothesis 2).

4. A comparison of the findings in Jonesville (pseudonym), U.S.A. (hypothesis 3).

Participant observation is the basic research tool.

Milton Lewis Mason

Major Findings

The culturally derived model provides five major social class divisions. The researcher designates these divisions as Classes I through V, from highest to lowest rank respectively. Class I is composed of landed aristocracy; Class II, of successful business and professional families; Class III, of smaller businessmen, the more responsible business employees and superior tradesmen; Class IV, of ordinary shop clerks, tradesmen and honest laborers; Class V, of the socially unrespectable--the "no-hopers."

Occupation is the best single indicator of social class position. Source of income, dwelling area, house type, and education also correlate highly with social class level. By multiple regression analysis, the above status variables are used to develop a social class index which predicts social class level with a standard error of .36 on a 5-point scale. The accuracy of the index (closely comparable to Warner's Jonesville index) is considered adequate for the study. It is applied to the total population of Carinya.

The social class distribution of membership and leadership demonstrates that:

1. Particular classes prefer particular kinds of organizations.
2. Each class tends to have a marked preference for a particular association within a broader category--e.g., golf club within "sporting bodies."
3. The two most highly ranked classes in the associational membership usually dominate the distribution of offices.
4. The general pattern of participation-nonparticipation is a social class function--the level of participation drops as the social class level declines.

Carinya and Jonesville are closely comparable in the following respects:

1. Each has a basic five class system.
2. The major status symbols are identical.
3. Each has approximately the same number of formal associations per capita.

There are significant differences in regard to the following:

1. The distribution of the population by class.

2. The number of associations in each of the various categories (social, sporting, etc.).

3. The percentage of associational participation according to class.

In Jonesville, there is a sharp drop in the number of associational memberships between Classes II and III; in Carinya, between Classes III and IV.

Conclusions

Major hypotheses 1 and 2 are confirmed by the data. Hypothesis 3 is confirmed only in part. There are several sharp incongruities between the social class distribution and participation in the two communities. It is suggested that the basic factors in these incongruities are the strength of "working class" values and the level of industrialization in the general culture of Australia. Further research into the nature and significance of these differences is needed.

104. MAZZAROLI, Louise Anne (Ph. D.). "The Irish In New South Wales, 1884 to 1914; Some Aspects Of The Irish Sub-Culture." University of New South Wales (Australia), 1980. Source: DAI, XLI, 11A (May, 1981), 4802-A-4803-A.

Previous studies of the Irish in New South Wales have largely concentrated on their political and religious activities. This thesis examines some of the broader social and cultural aspects of the life of the Irish during the period 1884 to 1914, with a view to assessing the extent to which a distinctly Irish culture and identity were preserved.

The numbers of Irish migrants and settlers are first examined, along with their socio-economic classes and regional backgrounds in Ireland, and their occupations and demographic distribution in New South Wales. This analysis reveals a number of factors which militated against the preservation of Irish identity and culture: the isolation of many settlers in remote rural areas, the uneven distribution of the sexes in both the urban and country districts, and economic conditions which tended to discourage intermarriage within Irish population.

A number of specifically Irish activities and organizations, including the St. Patrick's Day celebrations, Irish social clubs and recreational pastimes are then examined in detail. From these analyses, two conclusions emerge:

1. That only a small proportion of the Irish population took an active interest in the promotion and retention of Irish identity and culture.

2. That the Irish who did participate in Irish activities were not a unified body, there being strong differences between the 'establishment' or middle class Irish and the working class Irish.

The 'establishment' Irish were assimilationists, who only supported those activities which they believed would elevate the image of the Irish, and facilitate their acceptance as full members of society. The working class Irish were militant nationalists who tried to preserve a distinct, Irish identity, their ethnocentricism being a defence mechanism against a society in which they were not fully accepted because of their class, religion and race.

These features of the Irish sub-culture also emerge in an examination of the support in New South Wales for the Irish Home Rule movement. Both chapters highlight the divisions and differences amongst the Irish who actively supported the Home Rule cause, and show that the agitation in support of self-government for Ireland was mainly dependent upon the support of the non-Irish sections of the population. Not the least important feature to emerge from this analysis is that the enthusiasm and support for the Irish cause was largely generated by the visits of Irish delegates and events in the British Parliament and Ireland.

The thesis then investigates the role played by Catholic schools in cultivating Irish values and traditions. An analysis of the contents of school concerts, textbooks, and sports indicates that the schools were not Irish orientated and did not inculcate Irish values and traditions. Finally, Irish religious practices and customs are examined, and it is argued that because Irish religion--both Catholicism and folk beliefs--was dependent upon an Irish social and cultural milieu, it could not be retained or reproduced in toto in an Australian environment.

The principal conclusion of the thesis is that the feelings and enthusiasm for Irish culture and identity were acted out by only a small minority of the Irish population between 1884 and 1914. Within this minority there were several groups, each with their own mores and viewpoints. The attitude which each group took towards

Ireland and Irish affairs reflected their social and economic position in Australian society. Generally, each group participated in Irish activities and organisations not for Irish but for Australian reasons. The majority of the Irish and their descendants, however, whilst holding some sentimental attachments for Ireland, took little or no interest in Irish affairs.

105. MERCURIO, Joseph Anthony, Jr. (Ph. D.). "The Social Meaning Of Corporal Punishment: A Case Study Of Caning At Christchurch Boys' High School." Syracuse University, 1971. 235 pp. Source: DAI, XXXII, 10A (April, 1972), 5672-A-5673-A. XUM Order No. 72-12,928.

This is a case study of corporal punishment at Christchurch Boys' High School in Christchurch, New Zealand. The data were gathered under the auspices of Fulbright-Hays Fellowship to New Zealand during the period March 1969 to January 1970.

The study's problem was to document and explain the perspectives on canning of the people directly involved in its practices--i.e., pupils, teachers, and, to a lesser extent, parents. The methodology used was participant observation. The research was based on the assumption that if educators knew more about the ideas and actions of the participants regarding corporal punishment, they could better assess both the phenomenon and the institution of corporal punishment in the schools. It is an attempt to answer questions suggested by that assumption such as: How do those involved with the practice feel about it? What do they do in coping with it under the conditions of school life? What do they in fact think they are doing, and why?

Essentially what was sought was the participants' "perspective," which is that set of ideas and actions a person uses in dealing with problematic situations. The concept stems from the symbolic interactionist premise that as individuals interact with their environment, they develop beliefs about its nature and its relationship to them. The ideas contained in these beliefs form the basis for action. Conversely, the actions--insofar as they are successful--legitimate and strengthen individuals' beliefs about their world. Based on that perspective-environment relationship, the study's further task was to examine the perspectives on caning of the participants in relation to the school's--and ultimately the larger community's--demands and expectations of its members.

Joseph Anthony Mercurio, Jr.

A key participant perspective emerged in the form of "the CIE/CIA perspective," caning is expected/caning is accepted. This indicates that caning is viewed by the participation as an expected, accepted response to certain kinds of behavior in certain situations.

It was discovered that in addition to its strictly disciplinary functions, caning served other purposes. Amongst the pupils, it signified such things as peer standing, group solidarity, institutional belonging, "manliness," and in some cases, failure. Amongst teachers, caning served as an administrative convenience--because it was "quick"--a tension-relieving device, and a prime instrument of socialization of pupils. Caning also exhibited a potential for effecting bonds of personal devotion, unquestioning loyalty and obedience, camaraderie and esprit de corps between boys, masters, and school. Parents of pupils viewed caning as an expected, accepted activity of the school, hence sanctioned the practice as an institution of the larger school community.

Participant perspectives on caning were shaped by many factors:

1. Pressures of conformity to the system.
2. Emphasis on academic achievement and examinations.
3. The ordinary day-to-day frustrations of teaching and learning.
4. The pupil-teacher relationship of subjection and submission.
5. The "masculine" tone of the school.
6. The size and attendant impersonality of the institution.
7. The influence of tradition.
8. The process of maturation of the boys.
9. The disciplinary attitudes and expectations of the larger community.
10. An authoritarian model of education.

The study concluded that while caning "works" at this particular school in the sense that it is an accepted activity of the system, it creates on the part of its objects attitudes of overdependency, unreflecting submission to authority, aggressiveness, and hostility. Moreover, it appears to discourage the development of self-discipline, critical judgment, and independence of thought. It is felt, therefore, that the policy and practice of corporal punishment at Christchurch Boys' High is incompatible with the professed aim of the school to instill in boys a sense of self-discipline and responsibility.

106. METCALF, John Wardell (Ph. D.). "Demographics And The Langner Mental Health Scale: A New Zealand Perspective." Brigham

John Wardell Metcalf

Young University, 1982. Source: DAI, XLIII, 8B (February, 1983), 2712-B.

The primary purposes of this study was to identify which demographic variables previously demonstrated to be related to the Langner Scale (i.e., education, sex, income, age, employment, ethnicity, and marital status), would predict mental illness in New Zealand. Multiple regression analysis of the New Zealand sample (N = 1279) showed significant relationships between these demographic variables and the Langner Scale raw score; however, the amount of variance explained was considered negligible. Similarity between the Midtown Study (N = 1660) and the New Zealand population was established. Analysis of the Midtown Study showed marital status to have a significant relationship to mental health; however, the strength of the relationship was low. Cross-cultural comparisons between New Zealand's large town and the Midtown Study samples showed significant differences for age and overall mental illness rates. The results of these findings indicate that mental health, or mental illness, is close to being randomly distributed and therefore the use of demographics to predict community mental health is not justified.

107. MEYER, Raymond Edward (Ed. D.). "California Community Colleges: Implications For Colleges Of Advanced Education In Australia." University of California, Los Angeles, 1969. 314 pp. Source: DAI, XXX, 2A (August, 1969), 526-A-527-A. XUM Order No. 69-12,804.

The Committee on the Future of Tertiary Education in Australia (Martin, L. H., Chairman, 1964) recommended the development of new types of colleges for non-university education beyond the high school. These have since been called colleges of advanced education.

In this study the impact of the Martin Committee's recommendations on higher education in Australia was examined, particularly as it related to the development of colleges of advanced education. Ideas and practices in California community colleges were investigated to determine their possible relevance for colleges of advanced education in Australia. The study was developed under the following headings:

1. Educational values.
2. College purposes.
3. Institutional response to student characteristics.
4. Functions of faculties.
5. Curricular programs.
6. The physical environment.

In each of the six categories specified, proposed purposes and practices for colleges of advanced education were analyzed and classified. Information was gathered from national and regional reports, speeches, and the literature pertaining to higher education in Australia. The purposes and practices of California community colleges were determined from an examination of national and California reports, literature and research. In addition, 80 of the 82 public community colleges in California in 1968 participated in the study by supplying 1968-69 catalogs, mimeographed materials, reports, results of institutional research, and faculty handbooks. During the study 30 California community colleges were visited and faculties, administrative officers, and students were consulted. The data from these sources were analyzed, classified, and compared with the proposals for colleges of advanced education in Australia.

In the conceptual framework within which the study was developed, community-type colleges were regarded as being a response to the needs and aspirations of a community. The educational values and purposes of a particular college reflect these needs and aspirations. Development towards individual and community actualization occurs through the interactions of students with faculties, curriculums, and the physical environment of a college.

Within this conceptual framework and on the basis of the data obtained from Australian and California sources, 64 recommendations were made. The following statements summarize the main recommendations:

1. National and regional education values should be formulated to provide broad guidelines for colleges of advanced education.

2. Comprehensive purposes for colleges of advanced education should include occupational, transfer, general community, and developmental education.

3. Tertiary education should be provided for all students who aspire to, and are capable of profiting from, further education.

4. Colleges of advanced education should adopt an integrated sys-

tem of counseling, guidance, and faculty advisement.

5. Colleges of advanced education should arrange for transfer of credits with universities.

6. Colleges of advanced education should have attractive, functional campuses that make possible the fulfillment of individual and community needs.

It was concluded that California community colleges can be a source of ideas and practices that are relevant to the development of colleges of advanced education in Australia. Further study of the California and Australian systems of community-type colleges is indicated.

108. MONK, Janice Jones (Ph. D.). "Socio-Economic Characteristics Of Six Aboriginal Communities In Australia: A Comparative Ecological Study." University of Illinois at Urbana-Champaign, 1972. 402 pp. Source: DAI, XXXIII, 1B (July, 1972), 266-B. XUM Order No. 72-19,884.

This study deals with the social and economic patterns of aboriginal people in Australia, specifically in New South Wales. It is concerned with the ways in which these patterns vary from place to place and aims to explain differences in terms of combinations of a set of variables. The stress in the study is to identify the significant variables, to assess their relative importance and demonstrate their interaction through examination of sample communities.

Underlying the study is the premise that aboriginal socio-economic characteristics will be influenced by several categories of variables:

1. Cultural--the traditional aboriginal background.

2. Historical--the contact relationship between aborigines and Whites.

3. Ecological--the demographic, social, economic and political nature of the White society.

In addition, some characteristics of the aboriginal population are considered to operate as variables influencing other aspects of aboriginal socio-economic life.

Data for the study are drawn from field work in six communities, together with secondary source material derived particularly from government reports and local histories. Studies of other aboriginal communities and of minority groups, principally in North America, are also reviewed for the purpose of comparison with and evaluation of the field data. Selection of towns for field study is based on variation of certain demographic and economic criteria. Methods of collecting data in the field include interviewing a stratified random sample of aboriginal households, observing activities involving aborigines and interviewing White officials and citizens associated with aboriginal people.

In general the aborigines studied comprise small minority groups socially and spatially isolated from White society. Poverty is pervasive with linked characteristics including employment and unskilled employment, disrupted family life, low levels of education, poor and overcrowded housing and health problems. The degree to which these characteristics prevail differs considerably between the six towns, though patterns do not fall on a definable continuum representing, for example, varying time stages in an acculturation process, or a regional pattern. Rather, the differences reflect local combinations of the influencing variables.

The study indicates that the most important variables are the demographic characteristics of the aboriginal population, the economic opportunities available and the extent to which aborigines have been dependent on government support and under separate supervision in the past. Traditional aboriginal cultural characteristics are of less significance as causes of contemporary socioeconomic patterns and community difference, though they are of some importance in accounting for aspects of population distribution and mobility patterns. The White perception of the traditional aboriginal culture as primitive and nomadic has also affected aborigines' low status in the larger society.

Three other general conclusions stem from the research.

1. From a theoretical viewpoint it is apparent that most of the characteristics of contemporary aboriginal groups in New South Wales are not peculiarly aboriginal, but resemble those of people elsewhere identified as representing a sub-culture of poverty.

2. Given that governments, social agencies and aborigines wish to improve the quality of aboriginal life, it is important to

realize that the specific problems observed are part of an interacting system and cannot therefore be dealt with on a piecemeal basis.

3. Because conditions and their specific causes do differ from place to place, it is evident that a standardized social program is inappropriate.

109. MOTTERSHEAD, Noel Francis (Ph. D.). "A Comparative Study Of World Movements In Adult Education." University of California, Berkeley, 1949. 436 pp. Source: University of California, Berkeley, Library.

The purpose was to study comparatively the growth and development of selected world movements in adult education for an understanding of the conditions necessary for the success of such movements. The movements studied were the Workers' Educational Association, the Folk High Schools, Educational Settlements, University Extension, and the World Association for Adult Education.

The Workers' Educational Association was founded by Albert Mansbridge in England in 1903. Following a visit by Mansbridge to Australia, New Zealand, and Canada, the movement developed in those countries. There was an unsuccessful beginning in South Africa. An independent movement began after 1918 in Sweden, Denmark, and Norway, later linking with the English movement. Each different phase of the movement revealed variations caused by different environmental conditions.

Educational Settlements began in England in 1914 as a grouping under one roof of many educational activities. Educational Settlements developed in many parts of Europe but not elsewhere. They were always closely linked with the social conditions around them and reflected these conditions in the work they did.

The Folk High Schools, initiated by Grundtvig in Denmark, flourished in all Baltic States. The schools were tried in the United States, Japan, Hungary, Switzerland, Germany and England. They were strongly dependent on supporting social movements, especially nationalism grounded in folk culture. Teaching emphasized the personality of the leader.

University extension work first began in England at Cambridge University in 1873. The idea was introduced from England to the

United States. The movement developed also in Canada and Australia. In Continental Europe the movement was first adopted in Austria but was taken up in other countries. Along with university extension there developed a looser organization known as the popular universities.

The World Association for Adult Education was developed by Albert Mansbridge and began in England in 1919. It initiated the Seafarers' Education Service and the British Institute of Adult Education. It sought to spread information about adult education and to develop cooperation among adult education agencies.

The chief factors in the success of these movements appear to be leadership and needs arising out of social conditions. Leadership was found to be effective in revealing needs and problems, inspiring people to take an active interest in solving their problems, initiating active participation in programs under way, developing cooperation for effective action, and publicizing ways and means of meeting problems. Movements developed successfully by utilizing existing institutions as a basis for new developments, linking adult education with social or economic motives, maintaining a judicious balance of forces and high academic standards of work in positions involving social antagonism, and the consolidation of isolated work into a single movement. Work in one country has benefited by work done in other countries.

110. MULLINS, William Allan (Ph. D.). "The Development Of Catholic Education In New South Wales, Australia, 1900-1966. A Study Of Catechetical Approaches In The High Schools Of New South Wales Compared With Catechetical Theories Current In Europe And America In The Period Under Review." Catholic University of America, 1969. 339 pp. Source: DAI, XXX, 5A (November, 1969), 1888-A. XUM Order No. 69-19,010.

The purpose of this research was to trace the history of religious education in the dioceses of New South Wales through a study of instruction procedures followed in the secondary schools. To set the topic in its context an evaluation was attempted of the contribution to the catechetical enterprise of the hierarchy, the clergy, religious and lay teachers, and of the laity who have been in any way involved. Comparisons with European and American theories and methods were made whenever they were considered pertinent to the religious education situation in New South Wales.

The dissertation outlines the stance of the church leaders in their struggle with the secularists during the 1880s, interprets their decision to establish a system of independent Catholic schools and proceeds to an assessment of the character and quality of the religious instruction imparted in the schools since 1900. To give clearer focus and greater depth to the study the author has confined his research to the Catholic boys' high schools of New South Wales.

The problem around which this study revolves was outlined and a three-point hypothesis put forward. The hypothesis was concerned with the reasons for the establishment of the Catholic schools and their subsequent development, and with the calibre of the high school religious education programs during the periods 1900-1945 and 1946-1966.

The method followed was mainly historical. Data was gathered from primary and secondary sources and was assessed in the light of accepted catechetical criteria keeping in mind the stages of catechetical development in Europe and North America. Information gleaned from two questionnaires completed by former students of the high schools and by religion teachers respectively enabled the author to substantiate his conclusions still more convincingly.

The evidence examined seemed to point clearly enough to the accuracy of the hypotheses, and the study as a whole largely substantiates the position taken in the hypotheses. The calibre of the religious education offered in the Catholic high schools during these years left much to be desired. The reasons for these shortcomings are made abundantly clear in the thesis and the basic causes are enlarged upon.

The current situation of religious education is also discussed in the concluding chapter, and some predictions are made for the yet unchartered future.

111. MURRAY, Noreen Stewart (Ed. D.). "Citizenship Preparation For Non-Academic Youth In New Zealand Secondary Schools." Teachers College, Columbia University, 1961. Source: Dissertation, pp. iii-viii.

Noreen Stewart Murray

TABLE OF CONTENTS

Chapter | Page

PART ONE
THE UNMET NEED IN NEW ZEALAND SCHOOLS

I. DEMOCRACY'S REQUIREMENTS IN EDUCATION 2

Rationale for Democratic Education 7

Theoretical 7
Practical in New Zealand 17

General Objectives of the Proposed Programme 28

Four Basic Considerations In Programme Planning 31

Focus 31
Continuity 31
Selectivity 33
The non-academic: characteristics and needs 34
Practical implications of the four considerations . . 37

PART TWO
GUIDELINES FOR A BROADENED PROGRAMME

II. AN INTEGRATED CORE FOR YEARS I AND II 42

The Social Studies Focussed Core 43

English and Reading 43

Mathematics 50

General Science 53

Extra-Core Correlates 57

Guidance 58

III. DEVELOPMENT OF BASIC SKILLS 64

Reading Skills 65

The developmental programme 71
The written and spoken word 72
Development of effective methods of reading 75
Concomitant language arts 76

Development of literary appreciation 78
Map reading skills 79
Pictures, charts, graphs 81

The Manipulative Skills 82

Handling reading materials 83
Making maps 86
Making other visual resources 87

The Social Skills 88

Self-realization 89
Working with others 90
Decision making 91
Self-discipline 93
Sense of values 94

PART THREE
THE FOUR-YEAR PROGRAMME

IV. AN OVER-ALL UNITARY THEME 96

Concept Focus in the Programme 96

Need for a pivotal concept 96
Choice of interdependence 98
Possible concept alternatives 100

Identification of Course Concepts 103

Interdependence 103
Historical evolution 104
Effective democratic citizenship 104

V. YEAR I: THE INDIVIDUAL, HIS FAMILY, HIS SCHOOL, HIS COMMUNITY, HIS COUNTRY, HIS NEAR NEIGHBOURS 108

Unit I: Orientation to School 108

The physical and social setting 109
Co-curricular activities 112

Unit II: Family Relationships 113

Three dimensions of personal relationships 113
Wall maps and charts 115

- Library use 117
- Skills 118

Unit III: The Local Community 120

- Building on firsthand experience 123
- A suggested framework 124
- Skills 128
- Resources 129
- Culmination and evaluation 131

Unit IV: New Zealand 133

- A threefold selection 135
- East-west regional interdependence 136
- Skills 144
- Weekend field trip 145
- The Maoris 149

Unit V: Pacific Islands 154

- The Dominion's Island Interests 154
- Visual aids 157
- Group functioning 159
- Culminating activities 161
- Island representations 162
- Skills 164
- Core correlates 165

Unit VI: Australia 166

- Australasian contrasts 166
- An imaginary trip 168
- The itinerary 172
- Itinerary alternatives 176
- Skills 177
- Evaluation 181

Unit VII: Overview of Year I 181

- In terms of the Thomas Report and the Beard criteria 181
- Individual growth toward self-realisation 183
- Self-appraisal 184

VI. YEAR II: HIS FURTHER NEIGHBOURS, THE PACIFIC PERIPHERY 187

Unit I: Review and Preview 187

  Search for a national profile 188
  Visual recapitulation 189
  Sample unitary illustration 190

Unit II: Japan 191

  New Zealand and Japan 191
  Class planning 195
  New Zealand and Japan: physical contrasts and parallels 198
  Development of understandings and skills 206
  Cultural contrasts 207
  Classroom dramatisation 212
  Evaluation 217

Unit III: United States of America 220

  Size and diversity 220
  Difficulties of interpretation 224
  Alternative presentations 225
  A panoramic preview 227
  Characteristics of the American 231
  American interdependence 233
  New Zealand's ties with America 235
  Regional subdivisions 236
  The Northeast 236
  The mountains and desert 239
  The Pacific coast 242
  The demands of a social study 244

Unit IV: Overview of Years I and II 247

  The integrated core ends 247
  Culminating activities 247

VII. YEAR III: HIS PAST INHERITANCE. INTERDEPENDENCE IN HISTORICAL PERSPECTIVE 253

Unit I: Introduction 253

  Interdependence in past-present perspective 253
  Modification of the cultural core 254
  Teaching time concepts 255
  Fundamentals in history teaching 257

Unit II: The Roman Empire 260

Interdependence and civilisation 260
Selection of the Roman Empire 263
Visual aids; maps, time charts 265
Concept of historical continuity 269
Reading and writing skills 270
Evaluation 273

Unit III: Christendom 275

"The seamless web of history" 275
Rome's legacy of Christianity 277
Monasticism 279
Pilgrimage to the Holy Land 281
Individual research 282
Visual aids 283

Unit IV: The New World 284

The spirit of enquiry 284
Voyages of discovery 286
Correlative possibilities 287
Cartographic representation 288
Reading and writing skills 291
Significance of science 294
Classroom dramatisation 296
Evaluation 297

Unit V: The Modern World 299

Review and preview 299
England: a national sample 301
Concept of change 302
England and the Industrial Revolution 303
Project possibilities 307
Evaluation 308

VIII. YEAR IV: HIS PRESENT RELATIONS AND RESPONSIBILITIES IN RETROSPECT AND PROSPECT 310

Unit I: Introduction 310

The School Certificate syllabus 310
Growing Interdependence 313
Continuing correlation 318
English 320
Art. 322
Music 324
Historical perspective 325

- An 1837 reconnaissance: Britain, New Zealand and the Empire 330

Unit II: An Age of Science 335

- An age of applied science 336
- Science and industry 338
- Science and agriculture 339
- Scientific thought: Darwin 340
- Science and technology 341
- Research skills 344
- Science in the world 345
- The dual potential of science 347

Unit III: Social Interdependence 353

- The social scene in 1837 353
- The nineteenth century factory worker 356
- Trade union protection 358
- Industrial interdependence 360
- New Zealand contrasts 361
- Maori and Pakeha 364
- Persistence of cultural diversity 370
- Pattern of nineteenth century settlement 371
- The closer "patch" scrutiny 373
- Liberals foster social interdependence 384
- Labour's contribution to social interdependence 387
- Social interdependence in Imperial connotation 389
- South Africa 393
- India 395
- The Commonwealth emergent 397
- The United Nations and social interdependence 399
- Evaluation 401

PART FOUR
A PROFESSIONAL CHALLENGE

IX. THE TEACHER AND INTERDEPENDENCE 410

Our Obligation 410

- Need for unity 410
- The school and society 411
- The concept of change 411

Our Opportunity 414

- Changes in New Zealand education 414

A teaching rationale 416
An individual responsibility 418

APPENDIX

A. SECONDARY EDUCATION IN NEW ZEALAND 422

B. SUGGESTED RESOURCES FOR UNIT ON THE UNITED STATES OF AMERICA 438

C. SUPPLEMENTARY READING MATERIALS IN NEW ZEALAND HISTORY 462

D. THE CORE CONCEPT IN AMERICAN GENERAL EDUCATION, A SELECTED ANNOTATED BIBLIOGRAPHY 470

BIBLIOGRAPHY 480

112. MURTAGH, Edward Joseph (Ed. D.). "Creole And English Used As Languages Of Instruction With Aboriginal Australians." Stanford University, 1980. 146 pp. Source: DAI, XLI, 2A (August, 1980), 573-A. XUM Order No. 8016880.

The principal intent of this study was to find out whether or not a bilingual program which uses Creole and English as languages of instruction facilitates the learning of both Standard English and Creole. An attempt was also made to discover whether the attitudes of year 3 students towards speakers of Standard Australian English affect their learning of Standard Australian English.

Beswick Reserve, Northern Territory, Australia, which is situated approximately 450 km south east of the city of Darwin, was the site chosen for the study. This district offered the opportunity to measure the oral language proficiency of Creole-speaking aboriginal children who were schooled bilingually and monolingually. Tests of language proficiency were administered to students from years 1, 2, and 3, while an attitudes test was administered to year 3 students only. The study was cross-sectional in nature.

The mean scores for years 1, 2 and 3 with regard to six dependent measures of oral language proficiency for students schooled bilingually were compared with those of their counterparts receiving monolingual instruction in order to discover any significant differences in respect of oral language proficiency in both Creole and English. In an attempt to ascertain learners' attitudes towards speakers of Standard Australian English, a matched-guise type test was developed and administered to year 3 students only. The effects of three independent variables on the oral language proficiency of Creole-speaking children were assessed. These variables were Treatment (Bilingual versus Monolingual schooling), Grade/Year, which includes Years 1, 2 and 3, and Sex (Male or Female).

There was no significant difference in performance between boys and girls. Results indicate that bilingual schooling had a significant effect on all dependent measures of oral language proficiency in the mother tongue (Creole). Trends towards the progressively superior performance in the second language (English) of students schooled bilingually were evident in contrast to the performance of students schooled monolingually whose progress was slower and in some cases more or less static. Results indicate that bilingual schooling had a significant effect on all dependent measures certainly at year 3 level and, if trends are interpreted in the light of this, probably at all levels. Negative transfer from the mother tongue (Creole) to the second language (English) and vice versa was found to diminish very considerably as students schooled bilingually progressed through the grades from year 1 to year 3, whereas this did not occur with students schooled monolingually. When positive and negative attitudes of each group were compared and tested for significant differences, it was found that students schooled bilingually had significantly higher positive attitudes towards speakers of Standard Australian English, while students schooled monolingually showed no significant difference between positive and negative attitudes towards speakers of Standard Australian English.

The results of this study indicate very definite trends towards the superiority of bilingual schooling over monolingual schooling for Creole-speaking students with regard to oral language proficiency in both mother tongue, Creole, and second language, English. Together with this, the increasing ability to separate the two languages (English and Creole), which bilingually schooled students have shown and which appears to be explainable only in terms of the two languages being taught as separate entities in the classroom, constitute a powerful argument for the introduction of bilingual schooling to other communities where similar conditions obtain.

If we accept the "Creole hypothesis" of Vernacular Black English in the United States, the results of this study can be interpreted as being supportive of the use of Vernacular Black English as the initial language of instruction for American students whose mother tongue is Black English.

In the broader context of Bilingual Education, this study supplies some further evidence that initial learning in the vernacular in formal schooling facilitates learning of and through the standard language.

N

113. NADEL, George H. (Ph. D.). "Adaptation and Social Culture in Early Colonial Australia." Harvard University, 1955. Source: Author; CDI, (1861-1972), XXVIII, p. 64; and Published as AUSTRALIA'S COLONIAL CULTURE, Cambridge: Harvard University Press, 1957.

The dissertation deals with ideas, men, and institutions in mid-19th century Australia. It develops such concepts as the mind of the immigrant, culture, and nationality. One of the principal topics is popular and adult education, and there are chapters on religious education, school systems, religion, and on the imputed connection between morality and knowledge. In an appendix are some hitherto unpublished letters by Jeremy Bentham.

114. NEAL, Walter Douglas (Ed. D.). "An Analysis of Selected Problems In Personnel Relationships in the Public Secondary Schools of Western Australia." Teachers College, Columbia University, 1957. 147 pp. Source: Eells, p. 212; and TCCU DIGESTS (1957), pp. 453-455.

The individual school unit is a social system which operates within larger social units such as the community and total school system. Systematic theory, concepts, and methods of analysis from sociology are particularly relevant in the investigation and discussion of relationships between people involved in these systems and in the examination of the effect of pressures for social change.

The problem examined in this study is that of certain relationships between persons in the public secondary schools of Western Australia. During the history of the country an efficient, uniform, state centralized system of education has developed. Functional social roles and administrative and organizational structure have evolved within this framework with most of the initiative for change coming from the central authority. Attempts in recent years to encourage local experimentation and initiative in the school and the classroom have not been very successful. Challenges from a changing society, the nature of student and teacher population and broader aims of education are not being met as adequately by the system. Three sets of relationships within the secondary school social system, those of teacher-pupil, teacher-superintendent and teacher-parent, were examined from this viewpoint.

The structure-function method of analysis developed in sociology more recently by Parsons and Merton was applied to the selected relationships as part of the social system of the secondary school within the larger educational system and the Australian culture. The central working assumption of functional analysis is that the data of social organization are parts of a self-maintaining system. The units of analysis, such as status, and role, have an interdependence such that changes in one part of the system are compensated for by changes in other parts of the system and mechanisms develop to accomplish this. When changes in parts are not being compensated, social change develops or the system ceases to function. This method of analysis was used to reinterpet data reported in a number of studies and articles together with information known to the author from working within the system.

The study indicated that the role definitions in the educational system and in the secondary school have been clear and rigid, a feature which is evident to some extent in the culture itself. Bureaucratic features of the system have reduced the range of tolerance within which people operate in the various social and professional relationships. The functional analysis type of approach suggests that, to meet the emerging demands on the school, attention should be given much more to the social structure. This study suggests ways in which the structure might be altered and proposes research problems and methods of research for investigating them.

115. NIEDERHOLZER, Robert C. (Ph. D.). "Youth Education In The Cook Islands." University of California, Berkeley, 1962. Source: Stucki, p. 160; and Abstract from UC, Berkeley, Library.

The problem of this study was to develop an educational program for out-of-school youth in the Cook Islands. The aim of the program was to assist youth to discover and master certain necessary learnings required of them in their rapidly changing society.

The problem involved:

1. The development of criteria for planning youth education programs.
2. A study of Cook Island society in general and of youth in particular, in order to discover the necessary learnings required of youth, and their achievements.
3. A description and analysis of the society's efforts to aid youth.
4. The formulation of a program of youth education for the Cook Islands.

The problem was initially approached through the literature. The findings of social science research were studied regarding appropriate methods of inducing social change. The accounts of numerous projects of planned social change were analyzed, particularly those which had attempted to achieve their aims through self-help methods in the world's rural, underdeveloped areas. Thus, tentative criteria for the establishment of a youth education program were developed, while a general background of Cook Island history and culture was also obtained through research.

The field aspects of the study followed. Approximately ten and one-half months were spent on Rarotonga, the largest of the Cook group. The problem was approached through the following procedures:

1. An examination of the availability and adequacy of the services by which Cook Island society assisted its youth to prepare for adult roles. This was accomplished:
    a. By examining the records, reports, and documents of the youth serving agencies.

   b. By interviews with the staffs of such organizations.

   c. By observations of the facilities and services offered by those agencies.

2. An identification and analysis of certain necessary economic, social, and political situations faced by Island youth as they prepared for adult roles in their society. This was carried out by:

   a. Observations of Island society in general.

   b. An extended series of interviews with adult members of the community.

   c. A series of interviews with a group of Maori youth selected from two representative villages.

The field investigation showed that the Cook Island society, itself disorganized and lacking in organic unity, was failing to offer youth adequate assistance in preparing for the adult roles required of them by their changing Island environment. The condition of Island society and its youth led to the formulation of a suggested youth education program based on the coordinated efforts of youth serving agencies of the community. Directed by a community council, such a program would:

1. Keep the community informed as to the conditions of youth.
2. Organize the community resources available for assisting youth.
3. Apply those resources to youth's needs through coordinated educational projects and services.

o

116. O'COLLINS, Ellen Maev (D. S. W.). "Policy Formulation In Austra-

Ellen Maev O'Collins

lian Education: The Establishment Of The Advisory Committee On The Teaching Of Asian Languages And Cultures." Columbia University, 1972. 268 pp. Source: DAI, XXXIII, 1A (July, 1972), 405-A-406-A. XUM Order No. 72-20,058.

This case study of public policy making examines the decision by the Australian Government to establish, in March 1969, a committee to survey and report on educational facilities for the teaching of Asian languages and cultures and factors which tended to restrict this desired educational emphasis. Major data collection procedures were:

1. A survey of the literature exploring the socio-historical background to Australia's relations with countries in the Asian region and to the development of major policy issues within Australia.

2. Interviews with ninety-one decision-makers, proximate decision-makers and influentials in Australia, and with a small group of expert informants from Asian countries.

3. An analysis of the Advisory Committee's report and of background material to this report.

Comprehensive, incremental and combined theories of decision-making, and trends in public decision-making are discussed within the Australian context. Societal and extra-societal pressures which led to increased linkages with Asian countries, and to this particular educational focus on revising the context of societal knowledge, are described and evaluated. Parallel policy developments in education and other public sectors; the increasing role of government departments in the policy formulation phase; and policy issues of centralization-decentralization, universalism-selectivity, and cultural unity-cultural pluralism are considered.

The findings from this case study suggest that Australian interest in Asian countries had gradually increased during the past two decades as a result of increased economic, military, diplomatic and social contacts. Educational emphasis had continued to be largely European and to reflect Australia's socio-historical past; interest in Asian studies developed slowly and in an uncoordinated, fragmented fashion. The decision to focus national attention on Asian languages and cultures was partly a response to the representation of particular individuals and interest groups in business and educational circles, but also reflected the personal viewpoints of key political decision-makers.

The policy of increased educational interest in Asia was developed against a societal background of general but relatively inarticulate agreement on the issue. Increased levels of education and the cultural impact of two millian migrants who have settled in Australia since 1947 suggest that a more active societal process may develop in the future. Immigration policy changes in 1966 permitted the permanent entry of a small, but increasing number of migrants from Asian countries but without altering official preference for migrants of European origin. However, it is hypothesized that the increased economic and other contacts between Australia and Asian countries, reinforced by educational emphasis on Asian languages and cultures, will lead to future pressures for more substantial changes in immigration policy and the social policy implications of these changes are considered. It is concluded that the decision to establish the Advisory Committee explicitly reflected only short-term immediate policy considerations related to the increased external links between Australia and Asian countries. However, this decision also implicitly anticipated long-range gradual shifts towards greater cultural diversity within Australian society, and the role which education might play in this process.

117. ORR, Geoffrey Michael (Ph. D.). "Language Instruction In Torres Strait Island Primary Schools: A Case Study In The Initiation And Promulgation Of Cultural Democracy." Florida State University, 1979. 177 pp. Source: DAI, XL, 6A (December, 1979), 3175-A. XUM Order No. 7926795.

The people of the Torres Strait are Australian citizens. Barely six thousand in number, they occupy the tiny islands that separate the Australian mainland from Papua-New Guinea.

Formal schooling of Islander children is controlled jointly by the Queensland State Education Department and the Department of Aboriginal and Islander Advancement. Utilizing an ideological analysis in order to justify the introduction of bilingual instruction in Torres Strait primary schools, this dissertation focuses upon cultural democracy/equivalence.

Written in the area of comparative education and using juxtaposition as a methodological base, a detailed analysis is made of the bilingual situation in Australian aboriginal communities in order to show how similar programs can be *operationalized* in Islander schools.

Overall, the basic intent is one of *minimum* accomplishment. If the content of this dissertation can persuade political and educational hierarchies in Queensland to implement *one* Islander language as an instructional alternative to English in *one* school, then the way will have been opened for the future implementation of more sophisticated programs. Also, in keeping with the goal of minimum attainment, *bilingualism* alone has been chosen as the sole comparative factor. Such an emphasis does not in any way negate the value of biculturalism, but merely provides the writer with greater manageability.

P

118. PARTINGTON, Gary Pearce (Ph. D.). "The Relationship Between Personal Attitudinal Variables And School Achievement Among Mainstream Australian And Second Generation Italian-Australian School Children Of Middle And Low Socio-Economic Status." University of Washington, 1984. 237 pp. Source: DAI, XLV, 11A (May, 1985), 3274-A. XUM Order No. DA8501080.

The purpose of this study was to examine the relationship between attitudinal variables and achievement among 6th and 7th grade Anglo-Australian and Italian-Australian children. Attitudinal variables examined were ethnic identity (for Italian-Australians), self-esteem, and locus of control. The effect of language spoken in the home also was considered for Italian children, and comparative achievement of the two ethnic groups was studied. Particular attention was focused on the relationship between ethnic identify and school achievement.

Subjects were 86 second-generation Italian-Australian and 111 Anglo-Australian children attending government schools in the Perth metropolitan area. Instruments used were a 22-item multiple choice identity scale developed by the author to measure four identity states (minority, dual, assimilated, and marginal identity); the Coopersmith Self-Esteem Inventory; the Nowicki-Strickland Children's Locus of Control Scale; the Gapadol reading achievement test; and the Class Achievement Test in Mathematics (CATIM 6/7). Comparison of means, ANOVA, and correlational techniques were used to analyse the data.

The following results were obtained. Ethnic identity of Italian children was unrelated to achievement, locus of control, and self-esteem. Anglo achievement in both reading ($t = 3.78$, $df = 195$, p .001) and mathematics ($t = 4.86$, $df = 192$, p. .001) was superior to Italian achievement, but when the effect of reading was controlled, the difference in mathematics achievement was non-significant ($F = 2.88$, $p = 0.09$). Language spoken with parents by Italian children was unrelated to achievement, although there were few who spoke only Italian or only English. Anglo children were more internal than Italian children in the 6th grade, but not in the 7th grade. There was a significant relationship between internal locus of control and achievement for Italian children, but not for Anglo children. Self-esteem did not differ between the ethnic groups, but there was a significant relationship between self-esteem and achievement, which was stronger for Italian children. The partialling out of socioeconomic status had little effect on this relationship.

119. POSTON-ANDERSON, Barbara Joy (Ph. D.). "Australian Aboriginal Folktales: An Analysis of English Language Versions Published Or Reprinted Between 1970-80 and Recommended For Children And English Language Versions Available To The Public Prior To 1910." University of Iowa, 1983. 278 pp. Source: DAI, XLIV, 7A (January, 1984), 2038-A. XUM Order No. DA8325174.

Even though traditional tales have gained recognition through winning children's book awards, through mention in professional sources, and through utilization within educational systems, concern is expressed in Australia for the lack of consistently high standards overall in aboriginal tale retellings intended for children. In fact, contemporary retellings have been described as 'diluted' when compared with earlier versions. To investigate this contention one hundred Australian aboriginal tales were chosen. Fifty were randomly selected from 740 available English language versions published or reprinted between 1970-80 and recommended for children, and fifty were randomly selected from 357 English language versions available to the public before 1910. Analysis was conducted by means of the selected factors:

1. Oral tradition, as indicated by oral language in the form of of direct address, songs, and chants.

2. Textual simplicity, as indicated by readability level in the form of a Fry readability score.

3. Authenticity, as indicated by documentation of origins in the form of a tale source citation.

Further, an indicator-based approach to readability was tested to determine whether tale length and presence of illustrations and/or footnotes could be used to estimate tale readability level.

Results revealed significant differences between tale sets in all selected factor areas:

1. A median test indicated significant differences in oral language frequency.

2. The Kolmogorov-Smirnov test determined that the pre-1910 tales had a significantly higher readability level than the 1970-80 tales.

3. The chi-square test verified that in the pre-1910 tales origins were documented significantly more often than in the 1970-80 tales.

A multiple regression analysis determined that the indicator-based test of readability was significant when applied to the one hundred tales. However, multiple regression analyses carried out on each separate tale set revealed that the indicator-based measure was not useful in estimating readability within sets. Thus, overall, the indicator-based measure of readability was weak.

Since findings suggested that 1970-80 tales differed significantly from pre-1910 tales in selected areas, teachers and librarians must select aboriginal tales to share aloud with children or to recommend for their independent reading with care. Further research to determine the exact range and extent of differences is needed.

Maxwell William Poulter

120. POULTER, Maxwell William (Ed. D.). "Socio-Economics for Australian Secondary Schools: A Guide For Teachers." Teachers College, Columbia University, 1950. 201 pp. Source: Eells, p. 212; and TCCU DIGESTS (1950), pp. 426-427.

In every society there are certain human needs that must be satisfied in order for men to live happily and certain social demands that man must meet in order that the group may function smoothly.

Examples of these universal needs are:

1. Language,
2. Recognition of the individual by the group,
3. Aesthetic satisfaction,
4. Family life,
5. Satisfactory explanation of natural phenomena.

Examples of the social demands put upon the individual are:

1. Recognition and acceptance of his role within the family and larger social group.

2. Respect for the customs with regard to food, shelter, clothing, property, and respect for the law.

The main objective of this book is to give the adolescent those basic experiences and insights into his culture which will enable him to be a happier person, a better worker, and a more alert consumer.

This is a revolt against the static economics curriculum which teaches generalized concepts rarely understood by the students.

The study is an integration of descriptive economics, consumer economics, business principles, bookkeeping for everyday life, commercial law, social studies, and civics designed for use in Australian secondary schools.

There is a division into four parts:

1. Background

2. Utilization of Government Services

3. Consumer Education

4. General Topics--such as, advertising, personal record keeping, bookkeeping for farmers and clubs, cooperatives, advertising, everyday law, trade unions.

The value of the book will be determined largely by the way in which the questions and suggestions at the end of each chapter are used. The introduction deals at some length with a suggested methodology.

The book is to be regarded as the starting point for unending classroom discussion, for wide library reading, many community visits, interviews with authorities and specialists, lecturettes to the class, school projects, and incessant asking of questions--all in the pursuit of knowledge which may be applied to everyday living.

121. PRIDEAUX, Geoffrey J. (Ed. D.). "The Acquisition And Use Of Knowledge Of Group Methods By Australian Organization Consultants." Boston University, 1985. 146 pp. Source: DAI, XLVI, 2B (August, 1985), 690-B. XUM Order No. DA8508925.

The examination through in-depth interviews of the practices of thirteen Australian consultants who used group methods in organizations led to a three category classification of types of consultants:

1. Personal development.
2. Organization processes.
3. Industrial democracy.

Each of these types of consultants evidenced different purposes, emphases, and practices. The variety of approaches taken by consultants, which can appear confusing, could consequently be seen to be ordered in this way. This tentative typology is of use to consultants, would-be consultants, and clients who desire to gain a better understanding of the practices of consultants.

The major findings of the study were:

1. The group methods used by the consultants were mainly learned by them in experiential settings, and particularly in co-training situations.

2. As is suggested by the conceptualization of the change agent

as an 'artisan,' the development of the consultants was often guided by the need to find solutions to problems of practice.

3. The development of the knowledge and practice of the consultants could best be understood in terms of social networks and personal contacts rather than institutional influences.

4. The nature of the way in which the consultants acquired knowledge, combined with the relative isolation of Australian practice, contributed to time lags in their adoption of knowledge and practice which frequently came from United States sources.

5. Some local innovation and adaptation was evident.

6. The practice of the consultants generally showed evidence of continuing development over time.

Their approaches had tended to become more organization and task oriented, more structured, and more integrated into organization development and change activities.

Implications are drawn for the training of consultants to organizations and for the understanding of arrangements which might facilitate the acquisition, adaptation and utilization of social practices.

122. PRINT, Murray Norman (Ph. D.). "The Application Of Arthur Combs' Theory Of TEacher Education To The Preparation Of Teachers In Western Australia." Ohio State University, 1978. 309 pp. Source: DAI, XXXIX, 5A (November, 1978), 2879-A-2880-A. XUM Order No. 7819655.

The study sought to ascertain if a theory of teacher education based upon humanistic principles could be applied in a hypothetical manner to the training of teachers in Western Australia. The need for such an approach was made evident by the nature of teacher education in Western Australia, which is centralized, behavioristically oriented, lacking in variation and over-influenced by the subject-oriented state department of education. The humanistic approach to the training of teachers which appeared to be most applicable was that formulated by Professor Arthur Combs, formerly of the University of Florida.

To accomplish the task of hypothetically applying Combs' theory, it was necessary to proceed through a series of inter-related steps. First, the educational background of the theory's architect and the setting in which the theory had its genesis were described, in order that the background of the theory could be understood. A review of the literature on humanistic education and perceptual psychology provided an insight into the sources of the theory's salient constructs.

A third step involved the collection of data from readings, interviews, correspondence, and discussions with prominent humanistic educators in order to determine the principal constructs of the theory. Five constructs were distinguished in this manner, and they were verified with Professor Combs. The constructs were identified in terms of the perceptions and behavior of 'good' or 'effective' teachers as distinguished from 'poor' or 'ineffective' teachers. Good teachers were identified as being knowledgeable in their area, having positive perceptions of others, having positive perceptions of themselves, having positive perceptions of teaching and discovering personal ways to teach effectively.

When the principal constructs had been determined and analysed, it was then possible to see if the theory could be hypothetically applied to the preparation of teachers in another educational system, namely Western Australia. To accomplish this it was first necessary to describe teacher education in Western Australia. Chapter five provided this background by outlining the history of Western Australian teacher education, by analysing the current methods of teacher preparation, and by examining recent trends in tertiary education.

To effectively implement Combs' theory as a deliberate innovation, it was deemed important to collect data concerning change in Western Australian teacher education. This was achieved by describing recent research undertaken on innovations and by surveying the attitudes of leading teacher educators in Western Australia to Combs' theory as an innovation. Selection criteria were formulated and a sample identified. The data were then employed as a foundation upon which to consider the model which was to serve as a vehicle for the desired change. The Proactive/Interactive Change Model fulfilled the necessary criteria for an internally initiated, planned change model that was compatible with Combs' theory and Western Australian teacher education. After the model was hypothetically applied, conclusions were drawn about the possible success of the innovation's introduction into Western Australian teacher education. It was concluded that, given the deployment of the Proactive/Interactive Change Model, certain aspects of Combs' theory could be applied to the preparation of teachers in Western Australia.

Michael Reginald Pusey

123. PUSEY, Michael Reginald (Ph. D.). "The Tasmanian Education Department Secondary School System; A Study Of Organizational Processes." Harvard University, 1972. Source: CDI (1861-1972), XXIV, p. 542.

R

124. RAYNER, Samuel Alan (Ed. D.). "The Administration Of Pupil Personnel Services: A Comparative Study Of Services In The United States and Queensland, Australia." University of Illinois, 1954. 206pp. Source: DAI, XV, 1 (1955), 72-73. XUM Order No. 10,535.

This study compares the administration and organization of pupil personnel services in the public schools of the United States and Queensland with a view to selecting aspects of American purposes and practices most suitable for trial as means of meeting defined or emergent needs in Queensland. Since the roots of education lie deep in the national culture, a review of the cultural and educational backgrounds precedes the comparison of pupil personnel services.

The perspective which emerges from this analysis is that the educational history of Queensland has been marked by stability and slow change rather than by the prompt recognition of developing needs and by the discovery of original methods of meeting those needs. The two cultural factors most likely to impede educational change are the relative shortages of persons with a tertiary education and of financial resources. Educational impediments to change are the large classes in Queensland schools and the early school leaving age.

The comparison has been restricted to three important aspects of pupil personnel services:

1. Attendance and child accounting.
2. Guidance.
3. Clinical services.

These comparisons reveal many similarities in the practices of the two countries. These are due, in large part, to the development of guidance and clinical services in Queensland within the past decade after a review of the literature on such services in other Australian states, Britain, and the United States. The principal difference between Queensland and the United States lies in the lack of any attendance service in Queensland.

The study concludes with suggestions on the priority that should govern the application of American principles in Queensland. Among the changes that may be introduced by the guidance branch as matters of internal policy are a reduction in the case load of guidance officers and an increased emphasis on work with maladjusted children. Other useful techniques include the replacement of the present record card by a folder, the introduction of Rogerian interviewing techniques, and the use of therapy in a few suitable cases. Among the changes that must be supported by senior administrators, the most important are the appointment of additional guidance officers, the establishment of a school attendance service, and a survey of the mental health of pupils.

As the many similarities in the programs of the two countries indicate that Queensland has already adopted many of the most successful American practices, the ground seems well-prepared and the cultural climate suitable for the transplantation of additional principles and practices from the United States.

125. ROBINSON, Graham Harvey (Ed. D.). "The Role Of The Parish Minister Of The Presbyterian Church Of New Zealand In Relation To His Church School." Columbia University, 1967. 256 pp. Source: DAI, XXVIII, 9A (March, 1968), 3521-A-3522-A. XUM Order No. 68-2438.

A Statement of the Project

Arising out of a concern for the improvement of Christian education programs at the parish level, the project attempts to identify and describe the role and possible activities of the person who could provide the leadership required. This leadership role is seen as the most appropriate way for the parish minister of the Presbyterian Church of New Zealand to fulfill the teaching dimension of his ministry in the present day.

Procedures Followed

1. Studies in Biblical Theology, John Calvin's "Institutes of the Christian Religion," and recent studies on the Church and its ministry were consulted to show that the functional view of the ordained ministry presented was true to our Biblical heritage, the roots of the Presbyterian Church in the Reformation, and contemporary thought, and that teaching was an integral part of the work of these set apart for special ministries.

2. To test the opinion that the level of involvement in the teaching aspect of the Church's ministry of ordained ministers today was slight, S. W. Blizzard's study of "The Protestant Minister's Understanding of Himself" and R. H. T. Thompson's study "Training for the Ministry" were examined.

3. A guiding concept for the present day minister's involvement in the teaching program of his church school which was in harmony with the view of the work of the ordained minister already presented was found in the understanding of "leadership for the improvement of instruction" expressed by writers in the field of Supervision and Curriculum Development.

4. Specific areas of concern which would require "improvement" were identified on the basis of recurrent problems and questions encountered by the writer as a member of the Field Staff of the Christian Education Department of the Presbyterian Church of New Zealand. These were summarized under five categories common to the field of supervision and curriculum development:

   a. Aims and Objectives.
   b. Evaluation.
   c. Recruitment and Training of Teachers.
   d. Organization for Teaching.
   e. Use of Instructional Material.

5. Recent literature in the field of Supervision was studied to discover principles of leadership for change in an educational institution and practical suggestions as to the way the kind of leadership discussed was applied in public school situations. The insights regarding change were confirmed by the findings of scholars in the fields of psychology and sociology.

6. The concept of leadership and the practical ways of working were applied to the work a parish minister might do if he accepted responsibility for "leadership for improvement" of the teaching program of his Church School.

7. The implications of the concept of leadership and the ways of working for the training a student for the ministry should receive in the seminary were suggested.

Conclusion

While not identical, the understanding of the function of the ordained minister within the community of the church and that of a supervisor in the community of the school bear a basic similarity. Both minister and supervisor share in the work of a corporate enterprise in which their function is to provide leadership to enable the community to perform its task at the highest possible level.

The minister's leadership should extend to the teaching ministry as it is expressed in the church school. His work would be to provide leadership for the improvement of the teaching program.

The nature of his leadership would be such that teachers and administrators would recognize that he was able to help them, because of his competence in the field of Christian education and his skill in working with persons in groups, to make decisions as to immediate and long term goals and plan ways to reach them.

126. ROBINSON, Harold C. S. (Ph. D.). "The Significance of Philosophy in the Development of Australian Educational Policies." University of Kentucky, 1948. 185 pp. Source: Eells, p. 212; and Dissertation.

TABLE OF CONTENTS

Part Chapter Page

I THE PROBLEM OF BASIC WEAKNESS IN AUSTRALIAN EDUCATION

1. The Extensive Field of Education: The Function of Criticism 1

2. Existing Criticisms of Australian Education 12

II AN ANALYSIS OF COMPARATIVE INFLUENCES AFFECTING AUSTRALIAN AND AMERICAN EDUCATION

3. Comparative Analysis of Australian and American Administrative Systems 21

4. Critical Analysis of the Development of Australian Education 30

5. Dewey's Philosophy of Instrumentalism and the Importance of Its Application to the Australian Situation 45

6. Dewey's Functional Psychology and the Importance of Its Application to Australian Education 75

III HYPOTHESIS--THAT THE BASIC WEAKNESS OF AUSTRALIAN EDUCATION IS PHILOSOPHICAL

7. Hypothesis--That the Basic Weakness of Australian Education is Philosophical 91

IV EVIDENCE OF THE PHILOSOPHICAL BARRENNESS OF AUSTRALIAN EDUCATION

8. National Policy and Education 104

9. Educational Theory and Politics in Australia 115

10. Philosophy and Australian Education 134

11. Interpretation--What the War has Revealed 146

V CONCLUSION

12. A Summary of Suggestions 166

Bibliography. 179

127. ROCHESTER, Maxine Kathryn (Ph. D.). "American Influence In New Zealand Librarianship As Facilitated By the Carnegie Corporation Of New York." University of Wisconsin-Madison, 1981. 388 pp. Source: DAI, XLII, 5A (November, 1981), 1837-A.

Maxine Kathryn Rochester

XUM Order No. 8117530.

This study analyzed the process by which New Zealand, under sponsorship of the Carnegie Corporation of New York, borrowed substantially from American librarianship during the 1930s.

Four focuses of borrowing were identified:

1. The concept of the library as a collection of materials, organized both intellectually and physically for access by users. This element was traced through these factors:

   a. cataloging and classification
   b. union catalogs
   c. reference services
   d. stimulation of use of collections
   e. library architecture
   f. library equipment
   g. charging systems

2. The concept of the library as an educational institution. This idea was reflected in the fight for free public libraries, the abolition of the subscription system of financing libraries, and the efforts of the New Zealand librarians to shape their collections to serve educational goals.

3. The concept of organized information as a public resource and responsibility. The various communities accepted the responsibility both to possess the appropriate library materials and to provide access to them. A national library service began to be developed and government funds were provided to set up centralized services and to ensure that a copy of every publication of importance was held in the country, available to readers everywhere.

4. The concept of librarianship as a profession, with an attendant need for professional education. The library association initiated new projects. In view of the impossibility of establishing a full-fledged library school, the association commenced its own correspondence courses, one for general librarians and one for children's and school librarians. After the War, the New Zealanders seized the opportunity to set up a library school with graduate level entry on the American pattern.

American influence on the New Zealand librarianship was evaluated in this study in accordance with generally accepted standards, described and specified by W. T. Jones in an article "On The Meaning of the Term 'influence' in Historical Studies," ETHICS, LIII (April 1943), 192-201. The four conditions of:

1. Temporal priority
2. Dependence
3. Awareness
4. Similarity

were required as evidence that aspects of American librarianship influenced aspects of New Zealand librarianship. For each of the four focuses, temporal priority in the United States of goals and methods was established. There appeared to be significant examples of dependence upon American models. New Zealand librarians often stated their awareness of elements of American librarianship and were in a position to be aware of current developments. Similarity of goals and methods in New Zealand librarianship to those of the United States was apparent for the four focuses. Clearly American librarianship exerted powerful influence upon New Zealand librarianship.

Basic sources of information used included interviews with some of the New Zealanders who had traveled and studied abroad in the 1930s as well as personal official letters, records, and reports held in libraries and archives at the University of Michigan, the Carnegie Corporation of New York, and in the four main cities of New Zealand.

The study confirmed the hypothesis that library development in New Zealand was substantially changed during the period 1932-1941 by borrowing from American librarianship and that this change occurred largely as a consequence of the following:

1. Fellowships granted to New Zealand librarians for study in the United States.

2. A survey of libraries in New Zealand carried out with the participation of an American librarian.

3. Projects for the encouragement of adult education.

4. Funds for the operation of the New Zealand Library Association.

5. The strengthening of college library collections.

These changes were made possible by the interest and financial support of the Carnegie Corporation of New York. The changes in New Zealand librarianship in the 1930s were the product of the happy conjunction of three factors:

1. The help of the Carnegie Corporation.
2. Government support of library development.
3. Librarians turned into change agents by study abroad.

128. ROMANOV, Patricia Singleton (Ph. D.). "Toward A New Zealand National Theatre: A Study of Indigenous Professional Theatre In New Zealand 1945-1960." University of Oregon, 1973. 343 pp. Source: DAI, XXXIV, 9A (March, 1974), 6168-A. XUM Order No. 74-6889.

New Zealand is a small island Dominion in the British Commonwealth. Although it is often linked to Australia under the name Australasia, New Zealand is unique. Few other democracies present such extensive social welfare and economic systems. The popular influence and control of the national centralized government are to be found everywhere in New Zealand, and its influence continues to grow. Theatre was one of the last of the social institutions to receive the government's interest and influence. Comprehensive studies have described New Zealand's economic, social, and historical development. This study describes the development toward a New Zealand National Theatre.

In the 1840's plays were staged in hotel saloons along the waterfronts of Auckland and Wellington, By 1860 English and American companies found it profitable to tour theatrical productions throughout the Dominion, and indigenous companies were forming in the four major cities of Auckland, Wellington, Christchurch, and Dunedin. Theatre companies proliferated and successfully toured musical productions, sentimental British comedies, and Shakespeare. The depression in the 1930's virtually reduced the number of overseas touring companies and eliminated the professional indigenous theatre. By 1945 several touring shows a year to the four major cities were all that remained of a once healthy and prolific theatre.

After World War II the efforts of the amateur theatre companies, of numerous enthusiastic and dedicated individuals from all parts of society, and the support of the media succeeded in securing government consideration of a national theatre. The flourishing and autonomous amateur theatre societies could not agree on its provisions, and the government abandoned it consideration.

New Zealanders Richard and Edith Campion, who had studied at the Old Vic Theatre School in London, returned home to establish with their own finances the New Zealand Players Company. This was to be a professional, touring company that was based upon the concept of theatre that Mr. Campion had acquired from his teacher Michel St. Denis.

Between 1953 and 1960 the Players toured productions three or four times a year throughout the Dominion to an average of thirty towns each tour. Shaw, Shakespeare, and the musical comedy Salad Days were the most popular productions from a list which included modern British, American, and European drama and standard English comedy.

Written reviews of New Zealand critics, eye witness accounts of a variety of theatre patrons, and photographs of the performances reveal a theatre that was imaginative in its use of scenery, costumes, music, and stage direction. The acting in most performances varied from professional competency equal to that of the British repertory theatre to amateurism in voice and movement. Touring and publicity practices were efficiently managed, but the incomplete, contradictory, and obscure financial reports indicate an inefficient management of finances. The curtailed theatre operations of the company in 1960 was the result of the bank's cancellation of their credit.

Although the company failed financially, the New Zealand Players' influence led to the establishment of the Queen Elizabeth II Arts Council in 1964. The decision of the Queen Elizabeth II Arts Council was to assist in the establishment and maintenance of four, regional theatre trusts, each of which would serve as the board of directors for four regional theatre companies. During the 1960's theatre companies were established in Auckland, Wellington, Christchurch, and Dunedin. In 1971 at least two of these companies continued to flourish.

The efforts of the members of the New Zealand Players Company and their large group of dedicated supporters from all over the Dominion has resulted in an indigenous professional theatre that receives assistance with a minimum of control from an interested government. Although influenced strongly by the English stage, the New Zealand theatre is developing a unique, national character, which is encouraging the continual development of a truly native theatre.

129. RONAN, Malcolm James (Ph. D.). "Homogeneity Or Pluralism? A Cri-

tique Of Australian Immigration And Social Policies." University of Colorado, 1974. 321 pp. Source: DAI, XXXV, 12A, Part 1 (June, 1975), 8033-A-8034-A. XUM Order No. 75-13,461.

The abandonment of overt discrimination against non-Europeans in Australian immigration policy occasions a study of immigration and "settlement" policies adopted in white "host" societies. British and American experience of colored minorities are compared, though peculiar features of Australian society render the absorption of colored immigrants problematical.

Classic frameworks suggest a critique of opposing "attitudes" which pervade policy-making: Attitude One is nourished by order and consensus, while Attitude Two emphasizes the aspirations of individuals, diverse ethnicity, choice, and non-conformity. Attitudes One and Two, then, as policy manifestations of order and conflict, are traced in education, criminology, deviance, and social welfare, and in minority relations, where they are represented by assimilation on the one hand and pluralism on the other. A linking concept is power. Power in an integrated system is used to enforce conformity; an increase in the power of minority groups can enhance their autonomy and resistance to coercive assimilation.

An assimilationist goal in host society policies is "Monism," the antithesis of pluralism, and characterizes Australian immigration and social policies. A model of large-scale migration and assimilation is the earlier Atlantic crossing to America; objections that this is no longer appropriate are overruled, and so Milton M. Gordon's Anglo-Conformity, Melting-Pot, Cultural Pluralism, and Structural Pluralism are analyzed. It is hypothesized that strong resistance exists in Australia not so much to cultural pluralism as to structural pluralism in the sense used by British sociologists.

An account is given of Australian research which heavily emphasizes assimilation and absorption: in particular a body of Western Australian studies focuses on the process of adjustment to the host society by immigrants. One of these leads to Ronald Taft's conclusion: "There is in Australia practically no support for pluralism," a position challenged here by empirical research.

Policies in host societies are examined. In Europe, guestworkers are generally admitted for the convenience and profit of the host countries, whose policies often deny the civil rights of newcomers while expecting them to conform to the social system, and tendencies toward ethnic exclusiveness have been, in the main, vigorously resisted. After initial attempts at assimilation, the Dutch, with a traditional system of religious pluralism, adopted a commitment to preserving the identity of immigrant groups (some of which, being colored, can of course never be wholly assimilated). In Belgium, industrial interests assumed responsibility for migrant welfare, and state policy welcomes the introduction of cultural diversity. The Swiss on the other hand welcome guest-workers only for their contribution to the economy, retaining the right to expel and regulate, while France, Sweden and Germany resist the growth of permanent pluralism. Canadian policy endorses pluralism, and welcomes refugees irrespective of race. In Britain, legislation to control the immigration of colored Commonwealth immigrants followed their disparagement on grounds of education, housing, health and welfare costs, grounds without real substance.

Characteristics of Australian society are examined which seem unfavorable to the growth of pluralism:

1. Cultural lag
2. Homogeneity
3. Egalitarianism
4. Colonial heritage
5. Geographic isolation
6. Racialism

Nevertheless the widely held belief that Australians are intolerant of minorities is challenged with the aid of a survey. On the basis of their response in an earlier survey, Ronald Taft had classified the attitudes of respondents as Monistic, Interactionistic, and Pluralistic, concluding that sympathy for pluralism is lacking in Australia. However, the model of pluralism used was crude, and a newer ideal (informed by Attitude Two) has now found expression in Australia.

In 1974 a survey of 163 residents in Caulfield, Melbourne (a district with a high proportion of Asian immigrants), with Taft's questionnaire revised to include an improved model of Neo-pluralism, found considerable support for the right of minorities to retain some ethnic separateness. Only 7.4 percent totally opposed immigration of non-Europeans, and regarding aborigines, 65.5 percent accepted a permissive approach to pluralism. Thus, old assumptions about intolerant attitudes toward minorities and immigrants are challenged. Nevertheless, a Monist bias still pervades policies: the fields of labor relations, aborigines and education are critically examined through the perspectives of Attitudes One and Two.

Contradictions in Australian policies are located, the alleged benefits of the Monist goal questioned, and some unintended consequences of the Monist bias presented. Finally recommendations are presented for change in policies to emphasize Attitude Two and the possibility of pluralism for ethnic and racial groups.

130. ROSENHAIN, Geoffrey (Ed. D.). "A Co-operative-Australian American Denominational Teacher Education Program." University of California, Los Angeles, 1958. Source: Abstract from Author.

It has been the purpose of this study:

1. To develop a four-year program in elementary teacher education to be introduced at the Australasian Missionary College, New South Wales, Australia.

2. To design the program so that students completing it satisfactorily would be granted a bachelor's degree in education by Pacific Union College, Angwin, California, the denominational college cooperating with the Australia college.

In order to provide a background for the proposed program and to establish a set of criteria against which the program could be evaluated the following areas were explored:

1. The history of the Australian and New Zealand school systems and the educational situation in which the proposed program will operate.

2. The program of elementary teacher education presently in operation at Pacific Union College, the cooperating institution.

3. The procedures and standards of the voluntary and state accrediting agencies in California, and the standards of the National Council for Accreditation of Teacher Education.

4. The general trends in curriculum and organization of teacher-education programs in the United States in recent years.

5. The programs of three selected state teacher education institutions in California.

Problems involved in developing the program were many:

1. It had to incorporate many different and sometimes conflicting principles in teacher education.

2. It had to satisfy the requirements of several different controlling authorities, both denominational and governmental.

3. It had to integrate the academic standards of two different systems of education.

4. It was ethically bound to utilize the best procedures in modern teacher education.

5. It was limited to the inter-country relations of two comparatively small denominational colleges.

In order to overcome the problems and to establish the desired cooperative teacher education program, the following recommendations were made:

1. Introduction of the first bachelor's degree for elementary teachers in Australia based on a four-year teacher education program.

2. Introduction of new recruiting and selective admissions procedures.

3. Use of the Australian secondary-school Leaving Certificate as the academic entrance requirement to the program from all but two state educational systems.

4. A minimum standard for graduation from the four-year course of 201 quarter hours of academic credit.

5. An academic standard for graduation of an over-all grade point average of C (1.00) with a grade point average of C+ (1.5) in all professional courses.

6. Establishment of a Teacher Education Council to administer the program.

7. Provision of a counselling service for students.

8. Retention of an emphasis on Biblical studies with reduction of the number of Biblical courses required.

9. Introduction of 70 quarter hours of general education in subject matter fields and integrated fields.

10. Strengthening of the professional training by introducing courses currently emphasized in teacher education.

11. Re-organization of student teaching in a block of time in the middle quarter of the senior year.

12. Requiring of all students twelve clock-hours of work as a unique type of professional laboratory experience.

An attempt was made to judge the program in terms of the criteria developed in the study and the program was assumed to have "face validity" to the degree that it met these established criteria.

131. ROSETH, Naomi (Ph. D.). "Evaluation Studies Of Open Education In Primary Schools." University of New South Wales (Australia), 1977. 340 pp. Source: DAI, XXXIX, 1A (July, 1978), 202-A. XUM Order No. 7809947.

The four studies reported in this thesis aim at evaluating the processes and outcomes of open education as practiced in New South Wales primary schools. Open and traditional classes are operationally defined in terms of three factors:

1. Physical layout of classrooms.
2. Organizational strategies.
3. Teaching methods adopted in them.

Open organizational strategies involved contract system, no timetables, and free seating. Traditional strategies involved lesson system, fixed timetables, and fixed seating. Open teaching methods involved less whole-class teaching and a greater diversity of activities at a given time than traditional methods.

The major study was carried out at North Sydney Demonstration School. Third grade children were randomly allocated to three classes:

1. Two moved to an open space.
2. Two-teacher classroom (experimental group).
3. The third remained in a conventional, single-teacher classroom (control group).

Observations of organizational strategies over a two-year period and repeated measurements of teaching methods indicated that the experimental classes could be regarded as open and the control class as traditional in terms of the adopted definition.

Nine educational outcome measures were administered, relating to cognitive variables (three tests of mathematics and two of reading) and non-cognitive variables (inquiry, cooperation, yielding to authority and creativity). Some measures were standardized paper-and-pencil tests; others were behavioural probe measures devised for this study. No significant differences were found between children in the two classes on variables measured only once, or in gains over time on variables measured more than once. A tendency (though not statistically significant) was discerned for open class children to perform better on behavioural probe measures and for traditional class children to perform better on paper-and-pencil tests. Open class children displayed more independence and self-reliance than those in the traditional class in their approach to tests.

The second study was conducted at Toongabbie Primary School. Of four first grade classes, two moved to an open space, two-teacher classroom (experimental group), one moved to a new conventional space classroom, and the fourth remained in its old classroom (control groups). The open space classroom could be converted into two conventional space classrooms, thus allowing the experimental group to be studied in both open and conventional space settings.

Traditional organizational strategies were maintained in the experimental group both in open space and conventional space settings, but teachers reduced significantly their whole-class teaching when in an open space setting. A reduction in whole-class teaching occurred also in one of the control classes, suggesting that educational openness is not necessarily related to physical layout

A measure relating to children's performance in the teachers' absence revealed that the experimental group's performance was less affected by the teachers' absence than the control groups', but this difference was accounted for by only one of the control groups. This suggested that a reduction in whole-class teaching, rather than open physical layout, was associated with increased independence in children's work.

The third study involved interviews with children in the open and traditional classes at North Sydney in order to assess their perception of the open class. Open class children were found to be generally pleased with their class. Initially they were mainly impressed with its spaciousness and equipment, but with familiarity they became aware of its educational attributes. Dissatisfaction related mainly to noise and crowdedness. Most children favoured certain spots in the classroom, usually those which offered privacy. The traditional class children also liked their class but were aware of the special attributes of the open class. The open class aspect they favoured most was free seating.

The fourth study involved systematic observations in the open class at North Sydney of a sample of 12 children comprising six rated by their teachers as well adjusted to open class situations and six rated as poorly adjusted. The purpose was to explore the uses children made of the open class attributes. Children displayed individuality in their choice of activities and use of the various classroom areas. They did not waste undue lengths of time. Children rated as well adjusted spent more time on learning activities than those rated as poorly adjusted. Degree of perseverance on one task was similar for the two groups.

The overall conclusion reached is that open and traditional education did not produce significantly different outcomes. Open and traditional classes can operate side by side. Stress should be laid on choice for teachers to teach and for children to learn in classes which best suit their inclinations.

132. ROULSTON, John Frank Clement (Ph. D.). "Perceptions Of Student Participation In Decision-Making At The University Of Queensland, Australia." University of Idaho, 1976. 189 pp. Source: DAI, XXXVII, 11A (May, 1972), 6886-A. XUM Order No. 77-10,724.

Problem

The problem of this study was to ascertain and compare the perceptions of Senate members, administrators, academic staff, and students of the University of Queensland regarding the existing degree, and the desired degree of student participation in decision making at that institution.

In addition, the study investigated the relationships between the perceptions of the four groups and the respondent variables of sex, committee membership, academic rank, and student status.

Procedure

Five hundred and thirty persons sampled from the Senate, administrators, academic staff, and students were invited to respond to a mail questionnaire designed for the study. Usable returns were received from 221 (41.70 per cent).

Data were analyzed by univariate and multivariate analysis of variance. Specific findings resulted from further analysis by multiple range tests, a priori linear contrasts and simultaneous confidence intervals. Alpha was pre-set at .05.

Findings

Significant differences were found to exist among the perceptions of the four groups surveyed regarding the existing degree of student participation in decisionmaking. In particular:

1. The perceptions of the students differed significantly from the perceptions of
    a. The Senate members, administrators and academic staff combined.
    b. The Senate members.
    c. The administrators.
    d. The academic staff.
2. The perceptions of the academic staff differed significantly from the perceptions of the Senate members and the administrators combined.

Sex, committee membership, academic rank, and student status were not found to be significant variables in group perceptions of the existing degree of student involvement in decision-making.

No significant differences were found to exist among the perceptions of the four groups surveyed regarding the desired degree of student participation in decision-making.

Sex, committee membership, and student status were not found to be significant variables in group perceptions of the desired degree of student involvement in decision-making. Academic rank, however, was found to be significant. In particular:

1. The perceptions of tutors differed significantly from the perceptions of professors, senior lecturers, and lecturers combined.
2. The perceptions of lecturers differed significantly from the perceptions of professors and senior lecturers combined.
3. The perceptions of lecturers and tutors combined differed significantly from the perceptions of professors and senior lec-

turers combined.

Significant differences were found to exist among the perceptions of the four groups surveyed regarding student participation in the decision-making process ("existing" and "desired" taken together).

In particular:

1. The perceptions of the students differed significantly from the perceptions of Senate members, administrators and academic staff combined.
2. The perceptions of the administrators differed significantly from the perception of the academic staff.

Conclusions

1. A lack of agreement existed among the four groups surveyed regarding the extent students are presently involved in decision-making. Students perceived their own involvement as far less participatory than the academic staff, administrators and Senate perceived it to be.
2. Group perceptions regarding the desired extent of student involvement were more homogeneous than were their perceptions of the existing extent. All groups desired a more participatory role on the part of students than they perceived exists at present.
3. Academic ranks closest to the students desired students to have greater involvement in decision-making than did the academic ranks further removed from the students.

133. ROUTH, Charles Joseph (Ph. D.). "A Comparison Of The Concepts Taught In Secondary School Chemistry Courses In Selected Schools Of Canada, Great Britain, New Zealand, And The United States." University of Pittsburgh, 1961. 598 pp. Source: DAI, XXII, 10 (April, 1962), 3554-3555. XUM Order No. 62-265.

The problem was to determine how the selected schools of Canada, Great Britain, and New Zealand compare with the selected schools of the United States in terms of concepts of chemistry most frequently taught, relative importance of these concepts to each other, and the possible explanation of differences in concepts in terms of certain objectives.

On the advice of well qualified experts in each country, twenty-five schools with the best reputation for their instruction in chemistry were chosen. Questionnaires were sent to the schools. The questionnaire had five parts:

1. General information regarding the instruction in all courses in chemistry.
2. General information regarding advanced chemistry courses within the school.
3. Description of the school as a whole.
4. Time devoted to concepts in the categories of lecture, laboratory, and study time.
5. The objectives of the courses in chemistry.

Requests for courses of study were also sent with the questionnaire.

The five most widely used textbooks in each country were also obtained and analyzed as to their content with respect to the concepts listed on the questionnaire.

After the replies had been obtained, the data were tabulated and examined.

Chapters three, four, five, and six deal with the following data for the countries of Canada, Great Britain, New Zealand, and the United States:

I. Basis for selection of the schools

II. Description of each school replying

   A. Name of school and location

   B. Name of Headmaster or Principal

   C. Name of correspondent

   D. Enrollment

        1. Total
        2. Chemistry

    E. Chemistry offering

    F. Syllabus or course of study

    G. Textbooks used

    H. Advanced course information

    I. Concepts

        1. Added to the questionnaire
        2. Omitted from the questionnaire

    J. Objectives of the chemistry courses

    K. Summary for each school

III. Review of most widely used textbooks

IV. Tabulation of data concerning concepts in terms of lecture, laboratory, study times, and total time devoted to each concept.

Chapter six is concerned with the findings and conclusions of the study. The findings are organized on the following comparative basis:

1. Schools of Canada and the United States

2. Schools of Great Britain and the United States

3. Schools of New Zealand and the United States

4. Schools of Canada and Great Britain

5. Schools of Canada and New Zealand

6. Schools of Great Britain and New Zealand

There are twenty-two conclusions of the study, including the following:

1. If the schools are rated according to the degree of excellence of chemistry courses of the sample taught within their borders, the order is Great Britain, New Zealand, Canada, and the United States.

2. Teachers of chemistry in Canada, New Zealand, Great Britain, and the United States have common objectives for their science courses.

3. Chemistry courses in the United States and Canada are more comparable to one another than are those in either country to chemistry courses in Great Britain or New Zealand.

134. RUBENSTEIN, Colin Lewis (Ph. D.). "Science Affairs and Australian Politics." Columbia University, 1973. 266 pp. Source: DAI, XXXVII, 6A (December, 1976), 3895-A. XUM Order No. 76-29,306.

Science affairs have become more prominent in Australian politics since the mid 1960s.

Two main aspects of this area are "policy for science" and "science in policy." The former and more narrow approach refers to practices and policies in the development and support of science itself. The latter approach refers more broadly to political issues which involve significant scientific and technological considerations and to the use of science and technology to achieve policy goals such as defense and military security, faster economic growth, and innovation in social policies and public health.

Science and technology cannot be considered in isolation from the broader context of national policies. Government research expenditure is determined by priorities set through the political process, while the integration and mobilization of science in the pursuit of social and political goals accounts for its growing prominence in national affairs. However, while science and technology are of increasing importance in advanced and industrial societies, politics and the role of the political decision-maker remains the decisive factor in the development and shaping of society.

An increasing number of policy issues with a significant scientific and technological dimension have emerged in recent Australian politics. Accompanying the emergence of these issues has been growing partisan controversy about government science policy and organization. Disagreements in this area are integrally related to different political orientations, and basic structural and substantive decisions ultimately reflect political choices. While science and scientists have become more prominent, Australian politicians have remained sceptical of scientific advice and retained full control of decision making.

The Liberal Government's approach to science produced a fragmented network reflecting the party's pragmatic, incremental style of decision making. In office since December 1972, Labor has shown little interest in implementing its more centralizing science policy although it has been active in utilizing science in the pursuit of its social policies, economic nationalism and its aim of more independence in foreign policy. While Labor has tended to be overly rationalistic and abrasive in its approach, changing science priorities nonetheless clearly reflect Labor's political preferences.

Appropriate machinery alone is far from adequate to fully employ Australia's scientific and technological capacities, but it may assist in focussing attention on pressing issues. Although Australia has performed respectably in science, there is concern with the emphasis on basic research at the expense of applied research and developmental activity, and the accompanying over-reliance on intramural governmental research in departments, agencies, and statutory corporations. Connected to this is the relative paucity of industrial research and development and weaknesses in the innovative process.

The fundamental problems in the Australian context relate to the stimulation of effective demand for the use of science in the public service and private industry, rather than its supply and production, which so far has received most attention. Any science machinery arrangements must foster the linkage of science to its use, strengthen science throughout the bureaucracy, and enable what are ultimately value choices to be made at an appropriately high political level. Furthermore, there is a need for more interaction between government, universities, and industry, and the upgrading of science affairs competence in a generalist dominated bureaucracy.

135. RUMSEY, Catherine Naomi (Ph. D.). "Communication Practices Of Mainstreamed Hearing Impaired Secondary School Students In New South Wales, Australia." University of Pittsburgh, 1984. 171 pp. Source: XLV, 6A (December, 1984), 1719-A. XUM Order No. DA8421352.

The study was an initial investigation to systematically document representative information about the demographic features and communication practices of fully and partially integrated hearing impaired adolescents in New South Wales, Australia. Of the total population of 382 full and partially mainstreamed hearing impaired students in both government and nongovernment secondary schools in New South Wales, 295 (79%) completed questionnaires concerning their perceptions of their communication practices.

Seventy-eight teachers of the hearing impaired subjects completed questionnaires which provided details about demographic features of each of the students. The major demographic findings of the study revealed that most of the integrated hearing impaired secondary students in New South Wales are severely or profoundly deaf and have intelligible speech.

The major findings concerning communication practices showed that almost all the students use oral-aural modes of communication which they frequently support with supplementary modes. Most of the adolescents either reject or lack confidence in using manual modes of communication. Girls were more reluctant than boys to wear hearing aids. In general, the students reported positive attitudes and behaviors towards hearing people with the great majority choosing hearing companions both at school and away from home. Approximately one-third of the students do not participate in formal class interactions with hearing peers. Almost half of the adolescents would like more help in improving their oral communication skills.

Both degree of hearing loss and degree of integration were related to almost all the communication practices of the students. When the results of the present study were compared with similar studies conducted in the United States with integrated hearing impaired students, some remarkable similarities and some striking differences were observed.

S

136. SAHA, Lawrence James (Ph. D.). "Task Orientation And Professional Performance In An Australian University." University of Texas

at Austin, 1970. 193 pp. Source: DAI, XXXI, 7A (January, 1971), 3662-A. XUM Order No. 71-185.

The dissertation reports the findings of a study conducted at the University of Sydney, Australia, in 1968. The data are taken from 140 extended interviews with academics at the university. The sample represents 39% of the permanent staff from the faculties of arts, science, and engineering. The characteristics of the respondents are summarized.

The investigation focuses on the relationship between task orientation and professional performance. Task orientation is defined in terms of the respondent's preference for teaching or research. Professional performance, on the other hand, is defined in terms of publication output, interaction with staff and students, attendance at professional and university meetings, and the allocation of time to various academic activities. The study is basically an investigation of role differentiation in the academic profession.

The expectation that teaching-oriented and research-oriented academics differ in terms of scholarly productivity, professional involvement, institutional involvement, and the use of time were largely unconfirmed. The findings showed significant differences in the predicted direction for only five of the fifteen variables examined.

The study suggests that while teaching and research represent two distinct tasks within the academic profession, certain circumstances can operate to reduce the expected behavioral differences between persons preferring one or the other. Two interpretations, based on analyses of the Australian situation, are suggested and discussed.

The study concludes by suggesting that sociologists give more attention to the study of the academic profession, especially of those factors which determine a preference for teaching or research, the behavioral consequences of a preference, the obstacles involved in performing each of these two tasks, the means available for resolving task conflict in an academic environment, and finally the effects of the differences in task orientation for the university.

137. SAVILLE, Margaret Rose (Ph. D.). "Individual and Group Risk Taking: A Cross-Cultural Study." University of Hawaii, 1970.

Margaret Rose Saville

193 pp. Source: DAI, XXXI, 8A (February, 1971), 4268-A. XUM Order No. 71-4949.

The aim of the present investigation was two-fold:

a. To test the generality of the risky-shift phenomenon in non-Western as well as Western cultures.

b. To test the plausibility of Brown's (1965) value of risk hypothesis (that the risky-shift phenomenon is in part determined by the extent to which problems engage cultural values) in two ways:

    1. Between cultures, deriving predictions concerning the value of risk from sociological and anthropological sources.

    2. Within cultures, by an examination of risk taking in relation to the evaluation of risk related concepts on several semantic differential scales.

Two hundred forty senior high school boys from large city high schools in Japan, the Philippines, and Australia served as subjects for the experiment. Subjects first responded to semantic differential scales in a large group testing session. On subsequent days, second testing sessions comprised small group testing (5 persons per group) in which subjects first made individual decisions on each problem, followed by group discussion to consensus of each problem. Control groups were also employed in which individual decisions were made on two occasions one week apart. These procedures followed the basic experimental paradigm proposed by Wallach, Kogan, & Ben (1962). Risk scores were derived from 6 of the 12 Choice Dilemmas problems (Kogan & Wallach, 1964) judged to be relevant to the cultures studied.

Results indicated:

a. Limited generality of the risky-shift phenomenon in both Japan and the Philippines. Australian data indicated significant shifts to risk on some problems, and significant shifts to conservatism on others. In addition, some problems failed to reveal shifts in either direction.

b. i. That tests of Brown's hypothesis between cultures provided only partial support for experimental hypotheses tested. Although the culture x problems interaction for initial decisions was highly significant ($p < .005$), examination of the basis of the interaction indicated that Australian results were the prime determiners of this effect. Australian subjects were significantly more risky ($p < .05$ and $p < .01$) on some problems, and tended to be more conservative ($p < .10$) on some problems than Japanese and Filipino subjects.

ii. Within-culture tests of Brown's hypothesis were performed only for Japanese and Australian subjects. Again, results only partially confirmed experimental hypotheses. Indications were that Australian high value of risk subjects more frequently ($p < .01$) made risky initial decisions than did low value of risk subjects. Similar analyses of Japanese data failed to reveal any significant differences.

Additional analyses of the data revealed that the strength or salience of cultural values was an important determinant of both the direction and magnitude of group shifts during discussion. Other indicators among the Japanese and Filipino data suggested the possible importance of social situational factors, particularly in the Philippines. Results of the investigation were discussed in terms of these additional findings, with special reference to Zajonc's (1966) notion of social facilitation and Brown's (1965) risk as a value hypothesis. The importance of situational factors was discussed in terms of recent evidence (Gallimore, 1969). Implications of the present findings for future research were indicated throughout the discussion.

138. SCHULLER, Charles Richard (Ph. D.). "The Problem Of Linkage In Cross-Cultural Studies." University of Oregon, 1970. 283 pp. Source: DAI, XXXI, 10A (April, 1971), 5483-A. XUM Order No. 71-10,781.

Up to the present time most social and political theory has been concerned almost exclusively with relationships between elements which are on the same "level of analysis." For example, many micro level theories are rather low level generalizations about the relationships between an individual's behavior and some of his own attributes (i.e., people with higher incomes tend to vote Republican, college educated people have a higher sense of personal efficacy than do non-college educated people, etc.).

Also, there are macro level theories about the relationships between gross attributes of the society and aggregate indices of effects in the population. For example, a higher national level of industrialization produces a higher rate of economic and physical mobility in the total population. However, despite the fact that a fair number of theories about either macro or micro level elements are to be found throughout the literature of social science, there have been few attempts at building theories about relationships between macro level and micro level phenomena.

Dealing with complex organizations of variables in social structures is conceptualized by employing an analog model from physical science, known as the architecture of complexity. The essential value of this notion is that individual functional linkage relationships may be identified between macro and micro level elements in a complex political system. This is accomplished by identifying the functional span of a macro system in a specific area of interest. From this it is possible to analyze the relationship which exists within and between sub-systems in the field being examined.

It is possible to devise more precise theories of linkages which may exist between variables by developing models which incorporate not only vertical (macro-micro) relationships, but also longitudinal (development over time) dimensions. A problem with previous models of linkage has been that, for the most part, they sought to employ only one general model of relationship to describe linkages. Also, for the most part, the models employed dealt only with events which were proximal in time while tending to ignore developmental relationships. In this analysis, ten typologies of macro-micro linkage relationships are presented which incorporate both vertical and longitudinal relationships.

In using the linkage models devised in this study, two types of data were used. First of all, attitudinal survey data drawn from university student populations in ten different countries (Australia, Brazil, Canada, Denmark, Ghana, India Korea, South Africa, Yugoslavia, and the United States) was used as the micro data. Macro level data was obtained primarily from compendiums of aggregated statistical data (i.e., Bruce M. Russett, et. al., World Handbook of Political and Social Indicators, New Haven: Yale University Press, 1964).

Within the limitations imposed by the data available, linkage relationships between macro system factors and student attitudes were examined in six separate areas: economic development, social structure, religion, minority relations, proximal politics, and family patterns.

The basic models for analyzing linkage phenomenon were found to be of much use in accounting for expected differences. In addition, numerous methodological and theoretical problems were brought to light in the study.

139. SCOTT, Harold Ivan (Ph. D.). "The Development of Landform Studies In Australia." University of New South Wales (Australia), 1977. Source: DAI, XXXIX, 1B (July, 1978), 140-B.

This thesis treats selected topics which illustrate the development of geomorphology in Australia.

It reviews the use of landform evidence to support speculation concerning the configuration of the unknown interior early in the nineteenth century, and the impact of Australian landforms on the first explorers.

It discusses the reasons for the slow growth of landform studies, as shown for instance by the lack of interaction with early visiting scientists. Furthermore it shows how the establishment of local studies is linked with the development of a scientific community and local sources of publication, and also with the development of mining and the associated geological investigation and establishment of Geological Surveys.

The question of the occurrence of glaciation in Australia is treated as an example of a late nineteenth century controversy which stimulated important landform investigations.

Geomorphology in Australia is largely an academic subject, and its development was closely linked with that of university Departments of Geology, notably that of the University of Sydney, where Edgeworth David and his students can be considered the local founders of the discipline.

The view of this school on the evolution of erosion surfaces in eastern Australia tended to stress the tectonic displacement of extensive simple surfaces, whereas in the late 1920s and early 1930s, perhaps under the influence of overseas studies on denudation chronology, the importance of staged uplift and planation, combined with broad arching, was recognized. These views have essentially been confirmed by the later dating of the basalts in the regions.

From the 1950s onwards, the major development of geomorphology in Australia is linked with the growth of university Departments of

Geography and the increasing specialization of university geography courses. This development led to a large recruitment of geomorphologists from overseas, particularly from the United Kingdom; and the importance of their background and of the interaction of features of the Australian environment with their interests are discussed. This development came at a time when the traditional dominance of geologists in geomorphological studies in Australia was giving way, and this change led to a considerable revision of established views as well as to some controversies, for example, those concerning the extent and nature of glaciation in Australia, or the climatic significance of landforms.

Applied geomorphology, as represented in inventory surveys and in soil studies by the C.S.I.R.O., is particularly important in Australia, so that the nature of the studies and the reason for their significance in Australia are discussed.

140. SEMPLE, Stuart Ward (Ed. D.). "The Role Of The Federal Government In Certain Educational Activities In The Commonwealth Of Australia, 1901-1942." University of Toronto, 1970. 680 pp.

Source: Dissertation.

Prior to 1900, the subject of education tended either to be omitted entirely from national constitutions and legislation, or mentioned only in general terms as being a responsibility of the State. Thus in Canada and the United States, legislative power in the field of education was reserved to jurisdictions other than the national ones.

On the other hand, national constitutions drawn up in the twentieth century have tended to contain special reference to education, and particularly was this so during the decade following the Second World War when no fewer than forty-five countries adopted new constitutions or amended existing ones. It was at this time that the Australian Constitution was amended, giving the federal government power to provide "benefits to students."

The significance of the amendment is best understood in the context of changing relationships between the Commonwealth government and education during the years since federation of the six Australian colonies in 1901. These relationships might be considered broadly in terms of three periods, namely, 1901-1942, 1942-1959, and 1959-1970.

The year 1942 was to prove a particularly significant one in the development of Australian federalism, for in that year the imposition of uniform taxation by the Commonwealth effectively deprived the States of the ability to impose income taxation--though it could not deprive them of the constitutional right to do so. The years 1942-1959 saw a widening involvement of the federal government in education under the stress of war-time emergency and post-war reconstruction which characterized much of the period. Subsequently, the Commonwealth's wartime measures were modified to provide financial assistance to universities and university students, the federal government established the Commonwealth Office of Education, and parliament passed legislation enabling the federal government to keep permanently the tax collection powers which had been "temporarily" taken from the States in 1942.

The third period began in 1959 with the establishment of the Australian Universities Commission, a permanent body upon whose recommendation the Commonwealth has provided extensive financial aid on a regular basis to universities. The federal government's expressed interest in the future of the independent or non-public schools has, with other measures such as financial support for science facilities in public and non-public schools, involved it in the debate over state aid. More recent years have seen Commonwealth financial support for the erection of teachers' colleges, and the establishment of a new Department of Education and Science at the federal level.

Compared with the developments outlined above for the second and third periods, those which took place between 1901 and 1942 appear rather unspectacular. Yet the crucial developments during the Second World War and post war period should not obscure the signifіcnace of federal involvement in rehabilitation after the First World War, in the establishment of organizations for scientific research in 1916 and 1926, and in the subsequent support of specific projects of educational import during the nineteen-thirties.

It is clear then that many federal constitutions acknowledge a concern for education and that federal governments give it financial support; less clear is the fact that some federal governments are deeply involved in the financial support of education, notwithstanding the lack of explicit reference to the subject in their respective federal constitutions. The American and Australian Constitutions are cases in point.

The nature and extent of the Commonwealth's educational involvement, in a federal capacity as distinct from one fully sovereign within federal territories, thus becomes a pertinent question. Initially that involvement would appear to have been only slight during the period prior to the Second World War, for the amounts of financial aid given by the Commonwealth to educational activities were quite small; but of far greater significance was the fact that they were given at all, since the federal government was believed to be confined by the limitations of the Constitution.

For the present study, it was decided that the sheer range of federal activities merited rather severe limitations being placed upon the field of research. Accordingly, activities undertaken by the Australian government in respect of its own territories or the professional improvement of its own civilian and military employees were excluded. From the remaining activities were selected those which might be useful for purposes of illustration. This treatment immediately distinguished activities of a national government, acting with sovereign powers in its own constitutionally defined areas, from those of a national government acting federally, that is, in relation to the jurisdiction of regional governments.

Six areas were then identified and studied with respect to the distribution of constitutional powers and the location of actual functions:

1. Adult education
2. Vocational training
3. The post-war education of dependent children
4. Health and national fitness
5. Educational broadcasting
6. Educational research

The temporal limits of 1901 and 1942 were placed on the research but not in a manner such as to disrupt accounts of important developments relating to a federal role in education. Thus, while contextual reference has been made to events prior to 1901, it has also been made to events more recent than 1942 whenever they have pointed to the significance of roles examined in the body of the thesis.

Finally, and in order to highlight the evolution of Australian federalism between 1901 and 1942, the writer adopted K. C. Wheare's definition of "federal" as meaning a division of powers "so that the general and regional governments are each, within a sphere, coordinate and independent."

The study was not intended to be definitive but rather exploratory: to re-focus attention on certain issues neglected in the area of federal government and education, and to suggest areas of further research. Developments in Australia have been analysed in some detail with only periodic references in text and footnote to similar situations in Canada and the United States. To that extent any analogies have been intended to provoke questions rather than to provide answers.

This approach leads to consideration of certain basic issues concerning the educational involvement of any national government operating under a federal constitution. Some of these are:

1. The distribution of constitutional powers and the location of actual functions.

2. Leadership in education as it relates to financial aid for education.

3. The role of regional government in education with regard to the granting of federal aid.

With the battles for free, compulsory, and secular education having been won in all Australian colonies prior to federation--legislatively at least--the early part of the twentieth century saw significant expansion of state education facilities, amid periodic criticism of the type of education offered by those facilities. One of the most surprising aspects of the period was, however, the extent to which the Commonwealth became involved in educational affairs, notwithstanding the widely held view that it was not involved--and its own protestations that it would not become involved. These developments occurred against a background of increasing, though not concerted, requests for federal participation by professional and educational organizations.

By the end of the First World War, the Commonwealth had taken up the work begun by the adult educationists among the troops overseas and had encouraged the non-military employment of the men in preparation for their resettlement in civilian life, had provided vocational training for the disabled and those disadvantaged by early enlistment, and had established a scheme for the education of children of deceased or disabled servicemen. Each of these undertakings was a consequence of the Commonwealth's participation in the First World War; each was to be developed further as a result of its participation in the Second World War.

The Commonwealth developed an early interest in the health of its citizenry--for reasons of defence if for no other--and this was reflected in support of physical training of cadets in school, and in research into tropical diseases. But the late nineteen-twenties and thirties saw increasing attention paid to the health of school children at all levels in Australia, and this attention was focused through the Federal Health Council of Australia and its successor, the National Health and Medical Research Council. Pre-school child development and national fitness received Commonwealth attention and financial support during the latter part of the period. The Commonwealth not only funded pre-school centres in the capital cities but also supported a national fitness campaign which in turn led it to make direct payments to state education departments and to develop further contacts with the universities.

Educational broadcasting represented the least financial commitment by the Commonwealth in the six areas selected for this study. Nevertheless, the work of the Australian Broadcasting Commission was significant insofar as it represented the direct involvement of a Commonwealth instrumentality in the classrooms of schools under state jurisdiction.

Yet another federal role was revealed by the Commonwealth's attitude toward financial support for educational research. After declining to grant support to the Australian Council for Educational Research--except for a contribution to the New Education Fellowship Conference in 1937--the Commonwealth at last agreed to provide a subsidy in 1944, a few years after several departments of the federal government had enlisted the council's help in discharging their wartime responsibilities. The action taken by the Commonwealth was to prove an act of educational leadership, for all states were thereby induced to contribute and, indeed, to raise their contributions concurrently with increases in the federal contribution.

From the foregoing examples it will be apparent that while federal "aid" is clearly an important aspect of the growing involvement of federal government in education, preoccupation with the term could well tend to obscure one of the more important aspects, namely, that in a federal state for which a constitution might not have apportioned a nationwide responsibility in education, the most important matter to be considered is the precedent established by any federal action; it is in other words a qualitative issue rather than solely a quantitative one. And in Australia it has been the logical culmination of precedents already established and heightened by war-time conditions, rather than influence of the war alone, which has shaped Commonwealth involvement in education. To speak of a Commonwealth policy toward education prior to the Second World War would be to forget that in the absence of any constitutional responsibility for it there could have been no legal basis for policy. Indeed it would be more appropriate to discuss specific roles rather than general policy, for far from depicting a policy the pattern of the period from 1901 to 1942 was one of a mosaic of roles none of them negative toward education, some of them positive, others disinterested, and not all of them consistent with the original intent of the "fathers of federation" concerning education jurisdiction within the new nation. The significance of the roles thus derived more from the precedents which they created than from the existence of a broad policy.

These events do not indicate the existence of a broadly based federal policy toward education. Indeed, they are the products of specific roles whose total effect has been to increase federal involvement in education. The mosaic of roles, which was the Commonwealth's record in education between 1901 and 1942, owed much to the growth of Commonwealth decision-making in the time of national emergency and to the interrelatedness of so many governmental activities. With a growing domestic need for social services strengthening its national image at home, and a multiplicity of international conferences and agreements on education its image abroad, the Commonwealth's involvement in education has been greatly enhanced in the years since 1945.

Two bases for Commonwealth decision-making on educational matters merit consideration, one constitutional and the other political. In terms of the specific subject areas treated in this study, the relevant constitutional powers would be those of taxation, broadcasting, health, and defence; but powers such as those relating to customs and excise duties, and to the making of grants to the states, are obviously important because they have helped to create the climate within which decision-making on specific problems has taken place.

Apart from the financial power basic to all effective government, none of the above powers has been singularly as successful and far-reaching as the defence power. Thus invested, the Commonwealth has been enabled to engage in educational activities as a means of preparation for defence, maintenance of the war effort, and rehabilitation and reconstruction. Each of these areas contained a number of specific activities which were later to have important consequences for federal involvement in Australian education.

Yet the constitutional bases above would not have permitted the Commonwealth to become involved to the extent that it did. The political climate, with its amalgam of economic interests, national aspirations, and changing social attitudes, will be seen as the main facilitating factor, for the Commonwealth's roles in certain educational activities between 1901 and 1942 were influenced as much by the attitude of the community toward specific activities as they were by the perceived limitations of the Constitution. With a record of growing Commonwealth ascendancy throughout much of its national existence, Australia has provided a political climate broadly conducive to more extensive federal involvement in education. The Commonwealth, for its part, has appeared increasingly willing and able to assume the responsibilities implied by that involvement.

Federal government in Australia, as in the United States and Canada, has increasingly become the focus of attention, partly because growing affluence, urbanization, social and geographic mobility, and improved communications have created demands for social services which a national government seems best able to provide. There seems to be a growing tendency to approve "national" solutions to "national" problems. Yet the areas of continuing "national" neglect testify to the fact that in the absence of a broad and explicit constitutional responsibility, federal governments can be quite selective in their assumption of added responsibilities. In fact, expediency has been a keynote of educational developments involving the federal governments of Australia, the United States, and Canada, and since expediency is partly dependent for its success on the conditions prevailing at the time, the playing of roles rather than the unfolding of policy has been the dominant feature in each of the three federations insofar as education has been concerned.

141. SHARPE, Fenton George (Ph. D.). "A Study Of Attitude Changes During Management Training Workshops For School Leaders In New South Wales, Australia." University of Oregon, 1976. 248 pp. Source: DAI, XXXVII, 9A (March, 1977), 5514-A-5515-A. XUM Order No. 77-4760.

This decision-oriented, evaluative study was instigated by the Director of Services, Department of Education, N. S. W., Australia. It is essentially a product evaluation examining attitudinal and cognitive changes as they relate to 79 participants in three school management courses conducted in N. S. W. during 1975. Each course was directed towards human resource management and employed as major technologies the small group, simulation activities and inductive processes. Stage I (2 days) essentially served subject masters/mistresses, Stage II (5 days) deputy-principals, and Stage III (10 days) principals.

The decision milieu was explicated with the assistance of Etzioni's "mixed-scanning model," and Stufflebeam's C. I. P. P. evaluation-decision model. The study was directed towards certain specific decision questions. Three models were postulated for the relationship between evaluation information and decision questions--the "Direct and Sufficient," the "Direct but Insufficient" and the "Indirect" models. A summary of basic assumptions, stated course aims and course programs was provided.

The techniques of Osgood's Semantic Differential and Kelly's Perceptual Repertory were employed as the major instrumentation. A Level of Engagement Rating was also obtained. Three forms of the Semantic Differential were used, one for each stage. Each contained 12 concepts towards which the course was directed, either specifically or generally, and 2 "control" concepts with no relation to course aims or activities. The same 12 seven-point bipolar adjective scales were directed to all concepts. Participants completed the same instrument as a pretest and immediate posttest and again two months after the course. Factor analyses revealed that six of the scales contributed strongly to a major factor, termed "Perceived Instrumentality" after the theorizing of Rosenberg. All analysis was based on a single concept score for this factor for each respondent. Analyses were made of differences in pre-course attitudes by stage, immediate attitude change from pretest to posttest and degree of change retention from posttest to post-posttest. Relationships among level of engagement, tenure, pretest, posttest and post-posttest scores were explored. For these purposes scores for separate concepts, certain logical concept groups and all concepts grouped together, were variously employed. Statistical techniques included analyses of variance, t-tests for paired samples, visual interpretation of scattergrams, and multiple regression. Analyses were performed to check on testing effects. Hovland's "change effectiveness index" was employed in response to a measurement "ceiling" problem. On an exploratory basis, a modified form of the Perceptual Repertory was used with Stage I to analyze cognitions of "effective leadership." It was scored by content analysis.

Data were related to specific decision questions according to the "Direct but Insufficient" model. Research findings were as follows:

The study supported the human relations emphasis and the course technologies.

Certain designated course activities were found to be relatively unsuccessful in effecting attitude gain.

The effects of course activities vary greatly among individuals.

Tenure in present position does not systematically influence degree of attitude change.

A considerable degree of immediate attitude gain stems from the courses. The degree of change is progressively greater from Stage I through III.

A dramatic attitude reversion occurs in the post-course period. This regression is progressively greater from Stage III through I.

System norms appear to be inhibiting desired attitude change retention.

The Semantic Differential is an efficient instrument for measuring attitude changes during management training.

The usefulness of the Modified Perceptual Repertory in measuring cognitive changes remains unclear. It is useful for gathering perceptions of "effective leadership."

It was recommended that consideration be given to:

1. A review of less successful activities.
2. An extension of goals to cover system as well as individual needs.
3. An extension of time for Stages I and II.
4. The implementation of intact work group training either in-school or in isolation.
5. Continued utilization of the Semantic Differential for monitoring courses.
6. Further pilot-testing of the Modified Perceptual Repertory.
7. Further evaluation into needs, structures, processes and products.

142. SIMON, Douglas Walter (Ph. D.). "A Cross-National Study Of Social-Psychological Characteristics Of University Students." University of Oregon, 1972. 226 pp. Source: DAI, XXXIII, 5A (November, 1972), 2455-A-2456-A. XUM Order No. 72-28,188.

Douglas Walter Simon

This study explores the relationship between national development and individual social-psychological attributes in fourteen countries. The central question is do people in highly industrialized societies hold certain interpersonal values, expectations, and concerns distinctly different from those held by people of the lesser developed nations of the Third World? The attempt to answer this question is based on survey research data gathered from four thousand university students in Australia, Canada, the United States, Denmark, Sweden, the Netherlands, Finland, Yugoslavia, Brazil, Ceylon, South Korea, Ghana, India and Nigeria. Students are most appropriate subjects. They are among any society's most literate strata, a growing political force and a potential political and economic middle and elite class in most nations. More than this, however, they are a future oriented group. Their lives are for the most part ahead of them and they are at a time of life when the propensity for exploration and creativity is strongest. It is among these youth that the most important aspects of the development-personality relationship should be assessed. The survey was conducted under the auspices of the Western Behavioral Sciences Institute in Loyala, California, in 1968 and 1969.

The characteristics examined are:

1. Interpersonal values--independence, support, benevolence, conformity, leadership and recognition as measured by the Gordon Scale of Interpersonal Values.

2. Past, present and future evaluations of self and nation measured by the Cantril Self-Anchoring Striving Scale.

3. Those world, external, internal, and personal issues of most concern to the students based on the answers to five open ended questions.

Eighteen major hypotheses concerning the relationship between national development and these social-psychological variables are generated based on a thorough examination of the literature dealing with the psychology and social psychology of the development and modernization processes. Specifically, the work of Lucien Pye, O. Mannoni, Leonard Doob, David McClelland, Daniel Lerner, David Apter, Everett Hagen, Paul Kescskemeti, Bert Hoselitz, and David Riesman is examined.

The data indicates there are boldly etched direct and inverse relationships between national development and the interpersonal values of independence, conformity, and support. The more developed the country, the more students valued independence and support. The less developed the country, the greater the value placed on conformity. There did not appear to be any significant direct or inverse relationship between national development and the values of benevolence, leadership, or recognition.

Findings based on the Cantril scale indicated that optimism--the belief that things will get better--was a pervasive attitude. Optimism about the future was so strong that it often existed in the face of surrounding chaos such as during the Nigerian civil war. While students everywhere are generally optimistic about their own and their nation's future, expectations are highest among students of the less developed countries and inflated to the point where they may surpass the objective capability to satisfy them. Students almost universally ranked themselves above their nations, a sign of modernity in that it indicates that one has perceived himself above his environment and able to control it rather than it him.

Students from the more developed nations showed much greater concern for world issues while students from the more underdeveloped nations concentrated their attention on internal issues. Ecological problems showed a definite advantage over those of war and peace particularly in the industrialized nations. Finally, there was a definite trend for students in the most developed nations to list aesthetic personal concerns such as individual freedom, personality, and equality over the more material personal concerns listed by the students of the developing nations:

1. Welfare
2. Health
3. Disease

These findings led to consideration of several possible avenues which developing nations may travel in the future. The first was a state of interminable cultural lag. The second was cultural clashing and instability based on the deep schism between traditional and modern values. The third was cultural melding in which the two value systems meld into new political, economic, and social forms.

The collage of social-psychological characteristics of students in the industrialized world indicated fierce independence, moderate optimism, growing world rather than national concerns, and a strong orientation toward aesthetic concerns and issues. This fits very closely the image of modern man as envisaged by many of the major development theorists.

The study lends empirical support to the various contentions concerning the psychological and social-psychological differences between peoples of developed and developing worlds and, further, does it in a manner which attempts to bridge cultural lines.

143. SMITH, Arthur Richard (Ph. D.). "A Retrospective Description And Analysis Of An Aboriginal Teacher Education Development, The University Of Wollongong, 1982-1985 (Volumes I and II)." Ohio State University, 1985. 742 pp. Source: DAI, XLVII, 2A (August, 1986), 509-A-510-A. XUM Order No. DA8603055.

Recent government initiatives and aboriginal community actions in Australia have resulted in more aboriginal students gaining access to educational opportunities in the tertiary sector. Innovative policies and special funding arrangements have prompted several colleges of advanced education to establish "Aboriginal Enclaves" or on-campus student support and study facilities. In January, 1984, the University of Wollongong submitted the first proposal to establish such a centre at a New South Wales University. Firmly rejecting the term "Enclave," South Coast aboriginal people participated with University staff in establishing what became known, in late 1984, as the Aboriginal Education Unit.

This dissertation traces development of the Aboriginal Education Unit from beginnings in 1982 to the first "official" session of operation in 1985. Attention is given to policy decision analysis and experience of students and staff as they interacted in this challenging and often complex field. Combining paradigms from retrospective accounts of curriculum development and anthropological inquiry in education, the report reconstructs (describes and analyzes) major aspects of process in establishment of aboriginal participation in an Australian university. Aboriginal student concerns and teacher education curriculum relevance form one major area of focus. From a participant-observer's perspective, implications for the arts in education, as both vehicle and viewpoint for aboriginal studies, are also examined. With certain provisos, the arts in education were found to hold rich potential for cross-cultural communication and awareness raising in the aboriginal studies area.

Results of the study indicate that commitment, resources, and clearly enunciated statements of (operative) policy are necessary ingredients if aboriginal tertiary education initiatives are to succeed. Any dimension without the others can, as data suggest, partially doom a new venture to failure. Time and staff involvement, particularly, both inside and outside the institution, were evaluated as key resource factors. Direct decision-making participation of the aboriginal community, opportunity for cross-cultural communication, provision of appropriate "bridging" programs, on-site tutorial and counseling assistance, aboriginal perspectives to the curriculum, and, overall, establishment of an aboriginal staff presence were all assessed as prime factors in the developmental process.

144. SMITH, Ian Cornish (Ph. D.). "An Analysis of Certain Common Elements In The Development Of Public Education In Australia And The United States." State University of Iowa, 1965. 189 pp. Source: DAI, XXVI, 5 (November, 1965), 2577. XUM Order No. 65-11,661.

The purpose of the study was twofold: to determine the extent to which common forces were responsible for the development of public education in Australia and the United States and to compare the avenues explored in each country to gain support for the public school at the elementary level.

In both countries the initial stimulus to public education was provided by the eighteenth century philosophy of liberalism as expressed in the humanitarian crusades of the early nineteenth century, and the increased democratization of political life occurring during the same period. The increasing urbanization resulting from the effects of the industrial revolution in the United States, and the reinforcement of a previously established pattern of centralization by the same influence in Australia was another factor concluded to be common to the development of public education in Australia and the United States. Similarly, a developing national outlook in each country, which saw in the concept of public education a means of furthering national unity, was also responsible for the advent of the public school. Finally, the combined effect of these forces was to create in the minds of American and Australian citizens a dissatisfaction with the quality of existing educational provision. In time, the resultant discontent came to be equally significant in the struggle for public education in each country.

With respect to the second aim of the investigation, the study revealed that the major responsibility for advancing the cause of public education in Australia and the United States was borne by a small segment of the population, comprised mainly of middle class humanitarians. Not only was the composition of both reform groups very similar but, because of the influence of forces common to each country, there was also remarkable agreement on the question of what constitutes public education and the means by which it could best be provided.

A common avenue explored by reform leaders in both countries for advancing the public education cause was the press, whose most significant contribution in each country was in keeping alive the controversial aspects of the movement. Various educational organizations in each country performed a similar service. A final function of both these agencies in Australia and the United States was to give publicity to the successful functioning of public education systems in foreign countries.

145. SMITH, Virgil Jackson (Ph. D.). "Speech Education In Australian Colleges And Universities." University of Texas at Austin, 1970. 117 pp. Source: DAI, XXXII, 7A (January, 1972), 4156-A. XUM Order No. 72-2421.

The purpose of this study was to investigate the current practices and status of speech education in Australian institutions of higher learning. It surveyed and critically compared course offerings, course requirements, and personnel employed in the field of speech in the hope that such a study will be of assistance to teachers, college and university staff members, and Commonwealth and State Departments of Education in the future implementation of more unified and effective programs of oral communication training.

Information was obtained from interviews, college and university documents, government reports, and from two questionnaires. Thirty-one of Australia's thirty-two degree-granting institutions responded to the questionnaire directed to them, and four of the five members of the Speech Association of America who are teaching in Australian colleges or universities contributed additional information on a special questionnaire.

Major findings of the study:

There is no Department of Speech as yet in any Australian college or university. Speech instruction is being given by a number of institutions of higher learning but under the supervision of a variety of departments and by faculty members with little or no special preparation for teaching speech. There is no organized effort being made either to increase course offerings or to set instruction standards.

Recommendations made in this study:

A national organization of speech teachers should be formed and a committee empowered to establish guidelines for teacher education in the field of speech. Departments of Speech should be organized in all colleges and universities and at the earliest possible date degree programs in speech instituted and only qualified teachers of speech employed to offer instruction in speech.

146. STEVENS, Robin Sydney (Ph. D.). "Music In State-Supported Education In New South Wales And Victoria, 1848-1920." University of Melbourne (Australia), 1979. 525 pp. Source: DAI, XLI, 5A (November, 1980), 1999-A-2000-A. XUM Order No. 8024820.

This investigation considers the development of class music teaching in New South Wales and Victoria during the first seventy-two years of state-supported primary education. Looking firstly at the English background to this study, the principal music teaching methods (which resulted from the English choral singing movement of the mid-nineteenth century) as well as the subsequent development of music teaching in English elementary schools are discussed.

The promotion of school music is then considered on a broadly chronological basis in each state and a number of themes are seen to emerge in relation to developments in school music policy and practice during the period. The major themes include such issues as whether music should be part of the ordinary school curriculum or an extra curricular subject, whether musical instruction should be given by generalist or specialist teachers, and which method should be employed for teaching children to read music. Other major themes include the controversy between protagonists of the respective staff and tonic sol-fa notations, the issue of teacher training in music for ordinary class teachers, and the relationship of curriculum content to the aims and objectives of school music. In addition comparisons are made, and parallels drawn, between developments in both states and also between the respective states and school music in England.

The final chapter demonstrates the relevance of many of the historical themes for music education today. There is a drawing together of the main themes which enables certain trends in school music policy and practice as well as certain problems and deficiencies which emerged during the period 1848-1920 to be clearly identified. These are then considered in relation to the contemporary school music scene.

The findings are that certain aspects at present represent a continuation of former policies and practices while other aspects represent a departure from the traditions of the past. For example, the recent introduction of the "new" Kodály method represents a continuation of the movable doh solmisation system which has in fact been a traditional feature of school music teaching in New South Wales since the nineteenth century. On the other hand, the phasing out of prescribed music curricula in both states in favour of school-based curriculum planning represents an obvious departure from tradition.

In addition there are certain problems and deficiencies in primary music education at present which have either persisted since 1920 or have re-emerged from the past. For example, the low priority afforded to music in the primary curriculum and the lack of musical competence among generalist teachers have become almost traditional features of primary education in both states. There is also a re-emergence of the problem of inadequate musical training for primary teachers in many pre-service teacher training courses at present. The thesis concludes by citing a recurring problem from the past, namely the lack of co-ordination between various aspects of school music policy, as the most serious problem to be overcome if primary school children are to receive effective and worthwhile music education in the future.

147. STRINGER, Ernest Thomas (Ph. D.). "Ethnicity And Schooling: Aboriginal-Australian Children In A Suburban Australian School." University of Illinois at Urbana-Champaign, 1980. 284 pp. Source: DAI, XLI, 11A (May, 1981), 4676-A. XUM Order No. 8108679.

This study is placed in the context of a theoretical perspective suggested by Barth (1969). He proposes that in polyethnic societies ethnic relations will be framed in ways which tend to maintain systems of ethnic dominance and inequality. Schools are viewed from this perspective as but one institution by which systems of social dominance are reinforced. Bias in favour of dominant groups is seen to be built into the everyday, generally accepted, operative culture of the institution, so that the skills and values required for success in school are those generated from the culture and values of the dominant ethnic group.

This dissertation demonstrates how the macro-level processes of ethnic dominance are actuated in the micro-level processes of school and classroom. In the context of a suburban Australian primary school containing a small proportion of aboriginal-Australian students, the manner in which ethnic identity and cultural values impinge on activities, interactions, and evaluation is explicated. Evidence is provided which shows how the processes of ethnic relations in the wider community are reflected in the processes of this school, and how ethnic culture and ethnic identity are disregarded in the school setting, becoming disabilities which have a detrimental effect on the school experience and educational performance of the aboriginal-Australian students.

148. SYKES, Roberta B. (Ed. D.). "Incentive, Achievement And Community: An Analysis Of Black Viewpoints On Issues Relating To Black Australian Education." Harvard University, 1984. 204 pp. Source: XLV, 4A (October, 1984), 1064-A-1065-A. XUM Order No. DA8416939.

This thesis examines the situation of Black indigenous Australians and their educational situation in the light of two hundred years of colonial occupation and predominantly British migration.

Following a review of selected literature relating to the historical process and current situation, three areas where misunderstanding is thought to arise in communication between government and the Black community are identified. These areas are in the understanding of "Incentive", "Achievement" and "Community."

Using these three themes identified from the literature, black community educational authorities were invited to contribute to the formation of a constellation of meanings around each theme. Through this culturally sensitive methodology, issues of critical importance to the community's education are discovered, explored, and analyzed. The design of the study encouraged the participation of aboriginal people living in tribal, rural, and urban situations, and presents a national perspective.

The author, a member of the Black community, was able to draw on her own knowledge of the culture and her previous work in the community to provide a background and analysis of the data.

The result is an extensive work covering issues as wide ranging as Land Rights to individual identity problems as they are experienced by the community. These issues, identified across the country as being common and crucial concerns to the national black community, include sovereignty, representation, history, image, skills acquisition, and culture. The thesis also looks at the exploration of culturally appropriate means by the community to combine Western education with traditional education.

Evidence from the data, in the form of verbatim quotes, provides a unique look at the role of education in the Black community's struggle for justice.

T

149. TANNOCK, Peter Darcy (Ph. D.). "A Study Of The Role Of The Government Of The Commonwealth Of Australia In Education Since Federation, 1901-1968." Johns Hopkins University, 1969. 567 pp. Source: DAI, XXXI, 2A (August, 1970), 624-A. XUM Order No. 70-11,802.

This dissertation is an analysis of the development of the role of the Federal government of the Commonwealth of Australia in education since the nation was established in 1901. The study is broadly divided into two periods, 1901-1939, and 1940-1968. Such a division is a natural one.

Between 1901 and 1939 several significant educational initiatives were undertaken by the Federal government. The responsibility which it felt to safeguard national health and to promote national economic development involved the Federal government in the establishment of pre-school centers, in the support of the teaching and research activities of the Australian universities, and in the foundation of national scientific institutes which would promote both research and science education in the nation's schools. Its concern for national defense led the Federal government to the development of a nationwide program of physical education in schools. At the same time, the government sponsored an educational project which gave many Australian soldiers returning from World War I the opportunity to gain new and further skills to facilitate their repatriation. A start was made too on the establishment of the Federal Capital as the showplace of Australian education, and of particular significance was the gathering momentum for a national university. Finally, the Federal government responded to the depression-created problem of a mass of unskilled, unemployed youth by the institution of a limited program of technical education.

Nevertheless, despite the individual importance of such initiatives, it remained true that during this first period the Federal government showed no evidence of any inclination toward the assumption of a major role in Australian education. Its educational policies and practices were frequently characterized by their lack of coordination, their emergency-based conception, and their temporary design.

It was during the second period that great changes occurred in the Federal government's approach to its role in Australian education.

The introduction of urgent war-time education programs aimed at equipping a large number of citizens for the performance of skilled defense tasks was the initial stimulus for the later massive involvement of the Federal government in Australian education. Some of the emergency wartime education schemes were carried, with the aid of a constitutional amendment, into the reconstruction and post-war era. Other new programs were developed, often following investigations by expert committees appointed by the Federal government. Provision for education became a national political issue, an action which was encouraged by the fiercely partisan major political parties.

The end result was that by 1968 education had become the joint responsibility of Commonwealth and State governments, a partnership which had never been envisaged at the time of Federation. The Federal government had developed a broadly based, highly coordinated and substantial set of educational policies and programs which made it the guarantor of the nation's students and educational institutions. This study explains how and why it arrived at that point.

150. THOMPSON, Roy Harold (D. M. A.). "A Curriculum Model For Instrumental Music Education In The Schools Of Queensland, Australia." University of Southern California, 1983. Source: DAI, XLIV, 2A (August, 1983), 422-A-423-A.

Purpose

1. To provide a curriculum model which will generate a unified set of goals and objectives stated in terms of student behavior.
2. To provide a means of evaluating the attainment of these goals and objectives.

Methodology

Since instrumental music education is primarily performance oriented, the approach adopted was at the instructional level of specifying student behaviors. The taxonomies of Bloom and Harrow were used to establish the level of skills to be taught. Because music instructors in Queensland are untrained in educational methodology and because performance skills are hierarchically developed, a systems approach to the curriculum model was adopted. A series of one half-hour lesson plans was developed to supplement the State adopted text (First Division Band Method, Belwin Mills). The evaluation methods adopted were: a formative approach for performance skills and written tests for the cognitive component. For this study only a sample program for the clarinet was undertaken.

Conclusions

1. First Division Band Method is unsuitable for instrumental music education in Queensland without the addition of supplemental material.
2. Most Queensland instrumental instructors do not possess the background or training to meet State expectations under current conditions.
3. Tertiary institutions are not adequately preparing instrumental teachers for the schools.

Recommendations

1. The development of a new band method should be undertaken specifically for the instrumental music program.

2. Instrumental music instructors should have a background in educational methodology whether gained from pre-service courses or in-service training.

3. A comparative study should be undertaken to compare the approach in this study with current methods.

4. Programs similar to this model should be developed for all instruments.

151. TIERNEY, Robert James (Ph. D.). "Teacher and Pupil Characteristics In Selected Australian and American Classrooms." University of Georgia, 1974. 247 pp. Source: DAI, XXXV, 8A (February, 1975), 5204-A. XUM Order No. 75-2664.

This investigation was a comparative reading study which focused upon a comparison of the characteristics of selected Australian and American teachers at two grade levels and a comparison of the reading abilities of their pupils. The teacher characteristics investigated were teacher knowledge, teacher direction, teacher initiation, teacher correction, cognitive questioning, broad questioning, narrow questioning, teacher acceptance, teacher praise, student responsiveness, oral reading, silent reading, directed activity and non-functional behavior. The pupil reading abilities investigated were knowledge of vocabulary and reading comprehension ability as measured by both an Australian and American test.

Relative to the comparison of teacher characteristics, the following null hypotheses were tested:

1. There is no statistically significant difference between the differences in grade level vectors of the mean teacher variable scores across countries.

2. There is no statistically significant difference between the vectors of the mean teacher variable scores across countries.

3. There is no statistically significant difference between the vectors of the mean teacher variable scores across grade levels.

Relative to the comparison of pupil abilities, the following null hypotheses were tested:

1. There is no statistically significant difference between the differences in grade level vectors of the mean pupil reading ability scores across countries.
2. There is no statistically significant difference between the vectors of the mean pupil reading ability scores across countries.
3. There is no statistically significant difference between the vectors of the mean pupil reading ability scores across grade levels.

If a significant multivariate F was found, a discriminant analysis was used to determine the relative contribution of each measure to overall significance and univariate F-tests were used to test each variable separately.

Subjects consisted of:

1. A random selection of 15 second grade teachers and 15 third grade teachers who were teaching at one of 30 pre-selected schools in the St. George Area (New South Wales, Australia).
2. A random selection of 15 second grade teachers and 15 third grade teachers who were teaching at one of 30 pre-selected schools in DeKalb County (Georgia, U. S. A.).
3. All children taught by the participating teachers and present on the day of data collection.

Two standardized reading achievement tests and two researcher-constructed instruments were used in this investigation. To assess teacher characteristics the Test of Knowledge of Reading Instruction and the Reading Instruction Observation Scale were developed. To assess pupil reading abilities the ACER Primary Reading Survey and the Reading Test of the California Achievement Test were used.

The research design was a 2 x 2 quasi-experimental design. Data relative to the comparison of the teacher populations were analyzed by a 2 x 2 multivariate analysis of variance which revealed that the combined vectors of teacher variable scores produced a significant ($p < .001$) chi-square. Since the multi-variate F-test was significant, the interaction and main effects were examined. No statistically significant difference was found either between the differences in grade level vectors of the mean teacher variable scores across countries or between these vectors across grade levels. However, a statistically significant difference was found across countries. Discriminant analysis and univariate F-tests revealed which variables discriminated strongly and contributed most to this significant difference across countries.

Data relative to the pupil populations were analyzed by a 2 x 2 multivariate analysis of variance which revealed that the combined vectors of pupil variable scores produced a significant ($p < .001$) chi-square. An examination of the interaction and main effects revealed no statistically significant difference between the differences in grade level vectors across countries. However, a statistically significant difference was found between the vectors of the mean pupil reading ability scores both across grade levels and across countries. Discriminant analysis and univariate F-tests revealed the contributions of dependent variables to these significant main effects.

152. TODD, Arthur James (Ph. D.). "The Family In Primitive Education."

Yale University, 1911. Source: Published; Same Title; New

York: G. P. Putnam's Sons, 1913, pp. 226-230.

CHAPTER VIII

GENERAL SUMMARY AND CONCLUSION

We are perhaps now in a position to determine the net results of the "appeal to the past" made by the protagonists of familial instruction as the type and basis of all education.

1. In the first place it is plain that much of primitive education is self-education. The various agencies of instruction only aid the process of self-learning. For with Professor Dewey we believe that "in the educational transaction, the initiative lies with the learner even more than in commerce it lies with the buyer." But it is equally clear that primitive men did not relegate the learner wholly to the school of experience; and that very early in the world's history they began to short-cut experience and formulate it into more or less definite subjects, methods, and agencies of instruction.

2. In Chapter I we saw that primitive conditions surrounding the struggle for existence, and savage mental outfit, were scarcely favorable to an exalted ideal of family life; nor did they

permit of orderly family instruction. The obscure sense of personality, fleeting memory, dullness of sensibilities, and other traits were not calculated to admit of much in the way of conscious, reflective education, familial or otherwise.

3. In Chapters II and III it developed that the marital bond originated and endured, not primarily for the benefit of the offspring, but rather for the advantage of the parents. Women and children were usually sought after as aids in the struggle for life, not for themselves, or for the mere pleasure of their company. The economic equaled, and perhaps ever subordinated, the genesic or procreative motives. Indeed, it is probably true that the primary interests of husband and wife, of parent and child, were, and still remain, antagonistic, and could only be brought into harmony by pressure of other interests and forces. The content of both marital and parental relations has always been largely a social matter; biology furnishes the minimum measure, but society must fill it up and give it flavor. Furthermore, monogamic pairing, which is usually assumed by the supporters of familial education, is by no means proved. The evidence points to the reverse, and establishes at least that primitive marriage was either so unstable, or organized on such a basis as to preclude that free play of parental influence so essential to home education.

4. If monogamous pairing is not an innate instinct, nor even a thoroughly acquired characteristic, no more are the parental and filial relations genuine instincts. In Chapter IV we saw the hazy notions of kinship and relationship entertained by primitive peoples. We saw that a full triangular relationship between parents themselves, between each of them and the child, and between the child and both his parents, is a comparatively late development. We noted the strong sense of clan or tribal kinship predominating over what we consider the natural relationships. Certain devices and fictions (e.g., couvade) had to be invoked to establish the latter. Abundant evidence was produced in Chapter V to prove that primitive parental regard and affection were rather biologic, emotional, self-gratifying, than rational or conducive to the child's own welfare. Still further, it was shown that in many cases parental love and care were utterly lacking. And, what is still more to the point, that primitive parenthood, loving or otherwise, brought with it, per se, no capacity for maintaining the child's life or giving him adequate and fitting nurture. Again, the child was in general regarded as a plaything, or a merchantable thing, or a thing out of which service might be extracted. And on the side of the child, it appeared that filial attachment and respect were not innate instincts, but only developed with the

> general advance of intelligence and feeling. On the whole, we concluded from this portion of our study that the funtion of the primitive family was rather biologic and economic than educational. Furthermore, in Chapters VI and VII by a study, through comparison and elimination, of forces and agencies actually at work in primitive education, we found that the aim, the content, the methods, and the organization of primitive instruction were predominantly public and communal in their nature; and that the family occupied only a subordinate position in education. Even the province where domestic education appeared at its best, viz., vocational instruction, is often invaded by group agencies. And the various puberty ceremonies, initiations, and paraphernalia of moral instruction, which we found to be supremely important, are pre-eminently group activities. In practically every case, save where the group coincided with the family, we found the group as the constant background and arbiter of the individual's training; and this held good, whether education was mere unconscious imitation and absorption, or whether it had been crystalized and consciously administered by appropriate agencies. Finally, it cannot be blinked that very frequently traits and habits fostered, or at least permitted, by family training, were distinctly inimical to both social and individual welfare, and that other group agencies were burdened with the task of overlaying or extirpating them. We in no wise pretend to have drawn all the educational or sociological conclusions from the evidence presented. Suffice it to have shown that those who would make the family the type and foundation of all education, "because it is the unit and basis of society," or "because it is divine and therefore *a priori* superior to any other educational institution," or because "it has always been so," are really spending their time and energy, like the great fish Jasaconius of Irish monastery legend, in chasing their tails.

It seems perfectly evident that the structure and function of the family have changed and may continue to change. With regard to its future as a social institution we shall not hazard a dogmatic assumption. But until "spiritual conception" becomes the rule instead of the legendary exception, until that millennium breaks upon a regenerated world where universal brotherhood is a reality and not a metaphor, until then the family, perhaps more or less modified from its present form, will remain one of our greatest, even though not model, educational assets. And we will save ourselves from much fruitless endeavor to evoke from social institutions educational services which they cannot yield, we will spare ourselves much criticism of these institutions because of their inability to rise to our demands, we will promote the efficiency of other institutions, by frankly admitting the educational limitations of family life. It is altogether likely that social evolution is bringing about a somewhat new division of labor among social institutions, and that to the family will be allotted a more transcendent and valuable role than it has heretofore played. How largely educational that role will be is a matter rather of speculation than prediction.

153. TOMKINS, George Strong (Ph. D.). "Griffith Taylor And Canadian Geography." University of Washington, 1966. 557 pp. Source: DAI, XXVII, 12A, Part 1 (June, 1967), 4110-A-4111-A. XUM Order No. 67-7682.

The growth of Taylor's geographic philosophy and scholarly activities has been traced with special reference to his Canadian career (1935-51) and to his impact on Canadian geography.

To provide background, Taylor's lengthy pre-Canadian career (1880-1935) and the development of Canadian geography prior to 1935 have been traced in some detail. Early formative influences on Taylor in England and Australia have been noted briefly. Attention has been given to his initiation into the physical sciences by Professor Edgeworth David at Sydney and to his subsequent training in geological research at Cambridge University. This latter phase led to the climactic event of his life, his participation as senior geologist in the Scott Antarctic Expedition of 1910-12.

A discussion of the period 1913-28 focusses on Taylor's achievement in undertaking the first basic geographic research on Australia and on his appointment to the first Australian chair of geography in 1920. His growing reputation abroad was highlighted by his controversial environmentalist theories relating to human origins and early migrations. His realistic assessment of Australia's settlement possibilities involved him with irresponsible "boosters" at home and led indirectly to his migration to the University of Chicago in 1929. In 1935, he arrived in Toronto to head the first university geography department in Canada.

Between 1935 and 1951, Taylor developed a large department at the University of Toronto, attracting many students from other disciplines, training geography teachers, and building honors and graduate programs. His powerful personality, predilection for controversy, and distinctive teaching style spurred legions of students to strong acceptance or rejection of his views, but seldom to indifference. Other aspects of his Toronto career that have been

George Strong Tomkins

noted include his incredible publishing output, indefatigable travelling, and varied professional activities.

The three final chapters comprise an assessment of Taylor's role as an educator in the broadest sense and an estimate of his geographic philosophy and legacy. Although his environmentalism marked him as a typical nineteenth century Social Darwinist, it is concluded that his "Stop-and-Go-Determinism" was essentially a modified form of possibilism. Despite his bias, he was less divorced from the geographic "mainstream" than is sometimes alleged. His work in cultural geography and his propensity for taking a "nomothetic" outlook marked him as something of a pioneer. His commitment to a global, "macroscopic" perspective and his belief that scholars have serious social responsibilities led him finally to espouse "Geopacifics" (geography in the cause of world peace).

It is concluded that Taylor's theories of human origins and migrations have, like the environmentalist philosophy on which they are based, found little acceptance among social scientists. He played a role, however, in making other scholars more aware of the environmental factor and of the geographer's characteristic methods. His highly individualistic approach led Taylor's fellow geographers to have serious reservations about his services to their discipline. His scholarly reputation would seem to rest mainly on his substantive studies in Antarctica, Australia and Canada. Taylor thus emerges essentially as a descriptive geographer rather than as a systems builder.

Taylor's enduring legacy to Canada is seen in his formal (and sound) establishment of university geography, his pioneer work of regional description, and his role as a "public" geographer. His greatest impact is seen as personal, as reflected in the students he inspired (many of them now [1966] in positions of responsibility in Canadian education and public service), and in the groundwork he laid during his Toronto years. This groundwork proved its worth during the rapid growth of geography in Canada after 1951.

154. TREYVAUD, Edmund Rodolphe (Ph. D.). "Projected Enrollment Trends In Australian Multipurpose Regional Colleges of Advanced Education, 1977-1986." University of Nebraska--Lincoln, 1977. 279 pp. Source: DAI, XXXVIII, 5A (November, 1977), 2606-A. XUM Order No. 77-23,163.

Edmund Rodolphe Treyvaud

The Purpose

The first purpose of this study was to analyze those factors which were anticipated to influence the level and composition of enrollments in Australian multipurpose regional colleges of advanced education over the ten year period 1977 to 1986. The second purpose was to describe the strategies or tactics directors of such colleges proposed to adopt to meet the anticipated changes in the level and composition of enrollment over the period 1977 to 1986.

To this end the following research questions were designed:

1. What were the major factors that contemporary writers perceived as influencing the future growth and pattern of enrollments in institutions of higher education in Australia over the next decade?
2. What were the major factors that directors of multipurpose colleges of advanced education in Australia perceived as influencing the future growth and pattern of demand for admission to their particular institutions over the next decade?
3. What strategies or tactics did directors of regional multipurpose colleges in Australia propose to adopt over the next decade to:
    a. Meet changing conditions of demand for admission to their colleges?
    b. Curb the rate of growth in the cost of supplying student places within their college?

Procedures

The procedures followed in this study were:

1. A review of the literature related to enrollment prediction models, factors affecting the demand for admission, and factors affecting the supply of places in regional multipurpose colleges of advanced education in Australia.
2. From the review of literature a survey instrument was designed.
3. The instrument was administered to the directors of the multipurpose regional colleges of advanced education in Australia and the results analyzed.

Edmund Rodolphe Treyvaud

Findings

1. The major factors perceived by contemporary experts as influencing the growth and pattern of enrollments in colleges of advanced education in Australia were:
    - a. The decline in the birth rate experienced in Australia since 1961 associated with declining fertility rates.
    - b. A decline in the rate of growth in the proportion of the 17 to 22 year old age cohort proceeding to higher education.
    - c. A decline in the rate of growth in demand for teachers associated with a reduction in the number of persons in the school aged cohorts.
    - d. A decline in the comparative and economic benefit accruing to a college graduate.
    - e. A reduction in the rate of growth in funds provided to colleges by the public sector.
2. Contemporary experts indicated that the smaller multipurpose regional colleges could be more adversely affected in terms of declining enrollments as a result of the following factors:
    - a. The lower participation rate of country students in higher education.
    - b. The emigration of potential students from country areas to capitol cities.
    - c. The limited employment opportunities in country areas for students wishing to study on a part-time basis.
    - d. The emphasis of country colleges of advanced education on the preparation of teachers.
3. The directors anticipated that the rate of growth in enrollments would decline due to:
    - a. A reduction in the rate of growth in the number of persons in the 17 to 22 year old age cohort.
    - b. The migration of students from regional to capitol cities.
    - c. A leveling out in the percentage of high school graduates

entering tertiary education.

d. The absence of appropriate employment opportunities for part-time students in regional population centers.

4. In order to accommodate changes in the level and composition of enrollments, the directors indicated that they proposed to emphasize the following strategies or tactics to meet changing conditions:

   a. The recruitment of females, students from capitol cities and adults over the age of twenty-two years.

   b. The reduction of the attrition rates of enrolled students.

   c. The development of new courses in the area of liberal studies and nursing education for full-time and external students.

   d. The appointment of additional staff on limited contracts and at lower salaries, and the retraining of existing staff in alternative discipline areas.

   e. The improvement of management information systems and the training of administrators in educational planning.

On the basis of these findings it was suggested that further research into the demographic characteristics of country regions, in which multipurpose colleges of advanced education are located, be undertaken.

155. TWOMEY, Alan Thomas (Ph. D.). "Cognition, Language and Culture: Foundations For Aboriginal Schooling." University of Wollongong (Australia), 1981. Source: DAI, XLIII, 3A (September, 1982), 715-A.

Incorporating both theoretical and empirical research components, this thesis comprises an eclectic inquiry into issues concerning minority group education. Specifically, it investigates the nature of influences impeding the performance of aboriginal Australians at school on tasks requiring number and language skills. It contains three units.

In the first, theoretical investigations of the nature, function and interaction of cognition, language and culture were undertaken, with a view towards clarifying issues in the deficit/difference debate as it relates to aborigines. A major conclusion is the need for educators and others to avoid simplistic caricatures of complex psycho-social interactions, by developing less ethnocentric and less 'disciplinocentric' interpretations of observed behaviour. Also evident is the need for more comprehensive understandings of the principles governing social change.

The nature of these principles is investigated in the second unit--a sociohistorical investigation of coastal aborigines in southern New South Wales--in which a conceptual framework is presented which suggests that the nature and rate of adaptations made by groups in culture-contact situations are governed by complex assimilatory and accommodatory sociocultural mechanisms with psychological and possibly, biological roots. It is argued that, in the case of the aborigines, these processes have led to the emergence of a local variant of the culture of poverty.

A quantitative study of culture-of-poverty involvement, locus-of-control orientation, language and classificatory performance and scholastic status (and their interactions) of aboriginal and white children in the region comprises the third unit.

The thesis concludes with the argument that cognitive and language differences between aborigines and whites primarily reflect variations between them in their 'culturalization' (as distinct from socialization) experiences and that, unless complementary cultural accommodations by both groups are promoted actively, cognitive and language differences, and hence school performance differences, between them are likely to remain. Finally, it is suggested that there is a need to go beyond the conceptual constraints of the deficit/difference controversy and to focus instead on concepts such as 'adaptational options' or 'functional outcomes' as part of a strategy for identifying and implementing means for facilitating reciprocal cultural accommodations by both groups.

W

156. WAGEMAKER, Hans (Ph. D.). "Teachers' Ideologies And Reports Of

Hans Wagemaker

Practice: A Cross-Cultural Study." University of Illinois at Urbana-Champaign, 1982. 217 pp. Source: DAI, XLIII, 9A (March, 1983), 2955-A. XUM Order No. DA8303016.

The purpose of this study was to examine the relationships between teachers' ideologies and reported classroom practices in New Zealand and the United States. In addition, an attempt was made to identify those factors that prevented teachers from teaching in a way that was consistent with their ideologies. Where theory and practice diverged, the study also focused on the means whereby teachers reconciled those differences.

Four main findings are suggested:

1. While some ideological diversity exists among teachers in the schools in both countries, a general liberal ideology was held by the majority of teachers.
2. Ideology and report of practice differed for many teachers in both cases.
3. The sources of divergence were clearly different. New Zealand teachers focused on the external examination system and American teachers focused on community values and clientele interest and preparation as sources of disjunction.
4. In both countries, the teachers' response to disjunction ranged from attempting to re-define their situation, to withdrawal.

It is argued that teachers in both systems are in a position of mediating between system demands and individual differences; and in accounting for the discrepancy between theory and practice, it is possible to speculate that the way in which each is organized at the state or national level has a significant effect on classroom teaching strategies.

In the United States the education may be characterized by its relative autonomy from federal controls and regulation at the same time it is more readily influenced by market demands. It is suggested that the lack of coherent structure may be in part responsible for some of the problems American teachers face. Teachers may lack authoritative support for the job they are trying to do.

On the other hand, the logic of such a highly centralized system in New Zealand directly affects pedagogy, frustrating practices mandated by ideological beliefs.

What the findings suggested is, that while disjunction may have diverse origins, a general conclusion may be drawn, which is that the teacher's role and the relation between theory and practice should be understood in terms of the broader social and structural organization of education.

157. WALKER, William George (Ph. D.). "A Comparison Of Certain Aspects Of The Development Of Public Education In Illinois, United States Of America And New South Wales, Australia." University of Illinois, 1958. 273 pp. Source: DAI, XIX, 10 (April, 1959), 2523. XUM Order No. Mic 59-595.

Educational organization and administration are products of the total culture in which they develop. In Illinois, where the history of government reflects an emphasis on decentralized control, education became a function mainly of the local districts. In New South Wales, which developed from quite similar cultural origins during the same historical period, the history of government reflects a desire for centralized control of the public schools. Local control in Illinois has led to problems of efficiency, economy and achievement of equal educational opportunity, though a wider interest in central control has developed in recent years. Centralized control in New South Wales has resulted in problems of undue conformity, mediocrity and lack of adaptability.

The financing of Illinois schools has reflected the unequal resources of the school districts. Adoption of the "foundation" program as a consequence of the new interest in state financing of education has made this problem less pressing, but all educational expenses have not been covered by the program. In New South Wales, where finance is chiefly drawn from federal income tax receipts, considerable equality of educational opportunity has been achieved, although expenditures have usually been inadequate.

Illinois curricula reflect the part played by teachers, parents, accrediting agencies and other organizations in developing programs adaptable to local needs, while in the Australian state the curricula reflect the prescriptive attitude of the school inspectors, and, in the high schools, the strict academic tradition of the University of Sydney.

Supervision of Illinois rural schools was chiefly the function of the county superintendent until 1946, when this function became primarily the responsibility of superintendents appointed by the new consolidated districts. While the state plays a growing role in supervision, there is still room for the services of a reconstructed county office. In New South Wales an inspectorial system introduced in the nineteenth century has imposed an undesirable conformity upon the schools, although it has provided an effective method of assessing teachers' efficiency.

The Illinois teacher, typically a female, has rarely been as highly regarded as the typically male Australian teacher. The Illinoisan receives a comparatively lower salary, works for a shorter period each year, often has a second job, and has a higher professional mortality rate. The New South Wales teacher appears to be supported by a more effective teachers' organization and to enjoy greater public respect, though he has tended, because of his isolation, to become too complacent about his schools.

The New South Wales system has long been noted for its efficiency and economy, but also for its lack of flexibility and adaptability. Attempts have been made to correct this through the establishment of area directorates. At the same time, the Illinois system, though very adaptable and flexible, has sought to improve its efficiency and economy by increasing the size of school districts and centralizing some services. Each state is attempting to find a judicious balance between centralized and decentralized procedures.

Large-scale change appears quicker and more thorough in the centralized system, though once established it lacks the internal flexibility observed in Illinois. While the power of the individual over educational change seems to be declining, in either state he can still play a significant role as an influencer of public opinion.

From Illinois, New South Wales can learn much, including the development of local interest in schools, supervision rather than inspection of teachers, requirement of administration courses for executives, promotion upon ability rather than seniority, payment of additional salary to outstanding teachers, and a longer period of training for elementary teachers. From New South Wales, Illinois can learn to share its wealth equally for educational purposes, to use professional taxation assessors, to centralize some supervisory and service functions, to lengthen the school year, to divorce politics from education, and to develop a stable profession of full-time teachers.

Robyn Frances Wasson

158. WASSON, Robyn Frances (Ph. D.). "The Construction Of An Index For Hypothesis Generation Concerning The Art Of Australian Aborigines In The Process Of Culture Change." University of Oregon, 1983. 245 pp. Source: DAI, XLIV, 7A (January, 1984), 2018-A. XUM Order No. DA8325314.

This study constructed an exploratory index of the art of a group of Australian aborigines in the process of culture change. The index provided a base for generating hypotheses concerning the art identified.

A literature review--mainly from the fields of art education and anthropology--was conducted with the following emphases:

1. Art and aesthetics in non-literate societies.
2. Australian aborigines and their art.
3. Art and culture change.
4. Ethnographic method.
5. The photographic camera as a research tool.

The information search, plus a period of orientation, was preparatory to doing exploratory fieldwork. In conducting the fieldwork this researcher borrowed from ethnographic method in order to collect data for formulating the exploratory index. Once constructed, the index was analyzed for the purpose of generating hypotheses concerning the art of a people in culture change.

159. WATKIN, Baron Charles (Ph. D.). "Secondary Schools And Their Effects On Continuing Participation In Physical Activity By College Students In New South Wales, Australia." University of Oregon, 1983. 159 pp. Source: DAI, XLIV, 3A (September, 1983), 705-A. XUM Order No. DA8315755.

The extent and nature of secondary school influence on continuing participation in physical activity were investigated.

A questionnaire was developed to obtain measures for independent variables identified as being potentially important influences operating in secondary schools promoting continuing participation in physical activity. Measures of current and pre-high school level of participation were also obtained.

Factor analysis, multiple regression and three-way analysis of variance were used to analyze data from 260 college students who attended secondary school in New South Wales, Australia.

Differential school effects were observed for pupils entering high school with different levels of pre-entry participation status. Further differences were evident between males and females. Schools had the greatest influence on continuing participation for males who entered high school with low levels of participation in physical activity.

Five factors including program variety in curricular offerings, class sizes, school aegis and sex composition, together with teachers who were friendly, cheerful, admired, knowledgeable and poised were identified as key factors in secondary schools' promoting participation in physical activity.

Current levels of participation in physical activity were compared between categories of college students by sex and study major. Males participated more than females, and physical education majors more than nonphysical education majors. Comparisons between current and pre-high school levels of participation showed a decline for females that was not evident for males.

160. WATSON, Jane Marie (Ph. D.). "Individualized Mathematics Instruction In An Australian University." Kansas State University, 1982. 246 pp. Source: DAI, XLIII, 7A (January, 1983), 2268-A. XUM Order No. DA8229205.

The primary purpose of this investigation was the comparison of two instructional and assessment methods used in teaching mathematics in an Australian university. The experimental method involved an individualized system of instruction and considerable choice in form of assessment. The control method was a traditional lecture course with one end-of-course examination for assessment. Of secondary interest were characteristics associated with the choice of assessment option within the experimental group.

Procedures

The sample was composed of students enrolled in the mathematics course, Discrete Modelling I, at the University of Tasmania, from 1978 to 1980. Because of the use of intact groups, fifteen independent variables were used in an analysis of covariance model for studying dependent variables related to attitude and long term retention. The withdrawal and pass rates were compared using differences in proportions. T-tests were used to compare test-taking versus non-test-taking assessment options for the experimental group on characteristics possibly associated with test-taking.

Results

The results indicated that a better attitude toward the handling of the course and a higher pass rate occurred for the experimental group, while the control group had better long term retention of concepts. There was no difference between the two groups in withdrawal rate or in attitudes toward the content material or the instructor. Within the experimental group those who chose an assessment option involving test-taking scored higher on enjoyment of mathematics and self-concept of mathematical ability. They did not exhibit a significant difference in test anxiety.

Conclusions

The mixed results obtained make an overall conclusion favoring one treatment difficult. The more positive attitude to the handling of the course and higher pass rate for individualized instruction support findings of other studies. It would appear that the students gaining most under the experimental treatment were those who would have received terminating passes in the control group. The result favoring long term retention for the control group does not support findings in other subject areas (no other studies in mathematics were found). It was concluded that the review for the end-of-course examination in the control group aided in long term retention.

161. WEARING, Betsy May (Ph. D.). "The Ideology Of Motherhood: Its Social Determinants And Effects On Contemporary Australian Suburban Mothers With Preschool Children." University of New South Wales (Australia), 1982. Source: DAI, XLIII, 12A, Part 1 (June, 1983), 4059-A.

The legitimation for the delegation of responsibility for parenting and for the performance of associated household tasks (i.e. for the sphere of domestic labour) to women rather than to men in our society is achieved by the ideology of motherhood. This research investigates beliefs about motherhood and mothering as it is experienced by subjects who experience the ideology in their everyday lives and who incorporate it into their own beliefs and practices.

Interviews using open-ended questions concerning their social networks, beliefs about and attitudes to motherhood, the division of labour in the home, self-concepts and life-satisfactions were conducted with a non-random sample of 150 Sydney suburban mothers wich at least one preschool child in the period March 1977 to May 1979.

The results show that there is a core of beliefs about motherhood which forms a normative framework within which respondents carry out their mothering. These beliefs stress the interrelationship of motherhood and womanhood, the individual mother's reponsibility for her own children, her unselfishness in giving her children's needs priority over her own, her constant attendance upon her children and availability to them especially during their early years and the moral worth and non-material rewards of motherhood. The main effect of these tenets of the ideology is to curtail the expenditure of the mother's resources of time and emotional and physical energy in other areas, thus limiting her life-options and participation in activities outside the home. Nevertheless, superimposed on these beliefs, amongst some mothers, is another set of ideas which may be termed utopian. These utopian ideas seek to take into account the needs of the mother herself and to allow her to develop her own potentialities apart from those accentuated by her mothering and to share the total responsibility for parenting with men as well as women and/or with other members of the community.

The overall effect of these utopian ideas in the present society has not, however, been to redefine motherhood so that the individual mother relinquishes her primary responsibility for her children, but to add another set of ideas to those already held.

162. WEIR, Pamila Jo (Ph. D.). "Significant Others' Influence On The Vocational Development of Australian Form Three Students." University of Wisconsin-Madison, 1977. 308 pp. Source: DAI, XXXVIII, 10A (April, 1978), 6096-A. XUM Order No.

Pamila Jo Weir

7727773.

The purpose of this study was to investigate the role of interpersonal influence in occupational development. The study encompassed the sociological approach, which emphasizes external determinants of occupational development, and the psychological approach, which emphasizes internal determinants. The subjects of the study were eighty Australian Form Three (grade nine) students from low to middle income families. An experimental intervention was conducted, consisting of a vocational counseling and guidance program designed both to stimulate the influence of others and to stimulate development of interaction with significant figures outside the program itself.

As a result of the intervention, the experimental group was shown to have acquired more significant others and to have experienced a greater amount of significant other influence (SOI) than the control group, using the Wisconsin Significant Other Battery as a measure of SOI. The direction of this influence was towards more mature attitudes concerning the occupational choice process and a greater degree of realism of occupational aspirations. Significant others of experimental subjects were more informed of the youngsters' educational and occupational plans than the significant others of control subjects. In the educational domain the concordance of aspirations and expectations was shown to be greater for experimental subjects and their significant others than for control subjects and their significant others, indicating that level of educational expectations (LEX) and level of educational aspirations (LEA) are sensitive to interpersonal communication. Although three of the nine hypotheses were not confirmed statistically, the results obtained for them were not inconsistent with predictions. The concordance of occupational aspirations (LOA) and expectations (LOX) was greater for the experimental subjects and their significant others than for control subjects and their significant others. Similarly, both the level of educational and the level of occupational aspirations were, as predicted, lower for the experimental group than for the control group.

The findings of this study support the proposition that as adolescents develop into young adults, interpersonal influences on their educational and occupational aspirations become more diverse. The study showed that it is possible to extend the range of significant other influence beyond that to which relatively isolated youngsters would ordinarily be exposed. Moreover, increasing significant other influence by the method used in the experimental program was shown to have positive effects on occupational development. The major theoretical significance of the investigation stems from its demonstration that an approach to occupational de-

velopment based upon sociology and counseling is possible. The study showed how the counselor is able to take the social environment into account, that is, how to manipulate and modify the process of social influence upon occupational development.

163. WELSH, Thomas J. (Ed. D.). "Planned Change In A Small College In Papua New Guinea: A Case Study Leading To An Exploration Of The Process Of Planning And Implementation." Harvard University, 1980. 215 pp. Source: DAI, XLI, 9A (March, 1981), 3831-A-3832-A. XUM Order No. 8100379.

This paper examined the relationship between planning and implementation as revealed by the analysis of the process of planned change in a Papua New Guinea Teachers' College, 1976-77. The enquiry is presented in two parts. Part one presents the analysis of the case material and the conclusion drawn. Part two offers a tentative model of the planning-implementation process based upon the findings of part one.

The case material is based upon the author's participation in the planning and implementation of the changes at the college together with interviews with other actors. Recourse was also made to the sparse body of materials dealing with educational development in Papua New Guinea.

Part one gives a critique of existing opinion on the question of implementation studies together with the analysis of the case material. It is argued that the case analysis does not support the "traditional" view that planning and implementation are two distinct linear and sequential actions. It is shown that in this setting of institutional change the planning and implementation processes were actually a single interactive and synergistic process.

This single process was shaped by the restrictions previously in the setting and that these directed the actors to diagnose the setting and make their prescriptions accordingly as they interpreted the disequilibrium between the needs and demands for both continuity and change.

In the circumstances of the competing views and restrictions it is shown that there can be only "plastic control" of the setting. This meant that the changes sought could never be radical, but more inclined toward incrementalism. The important finding was that there were two distinct types of planned change. The first was a change in equilibrium which was based upon an assumption of the dominance of continuity. The second was a shift in equilibrium based upon an assumption of a shift in equilibrium. The actors in the case were in conflict over which of these types actually applied. Accordingly, conflicting diagnosis and prescriptions added to the divergence of opinion and action. The change 'school' considered that the old norms persisted, while the 'shift' school insisted that all prior restrictions no longer applied. This led to the persistent interaction of planning and implementation concerns.

Part two of the paper presents a tentative model of the planning-implementation process which is based upon an evolutionary view of the process of change. This model shows that the central problem is not one of conflict over tentative solutions but one dealing with the application and acceptance of appropriate error elimination procedures which evaluate the assortment of tentative solutions being proposed.

Outstanding problems still to be addressed are those dealing with the implementation process as applied to larger change settings. It is also important that efforts be applied to deciphering how the different perspectives of the disequilibrium, change or shift, shape the initiation of change proposals.

164. WENZELL, Victor Porter Allen (Ph. D.). "A Descriptive Study Of Services For The Mentally Subnormal In New Zealand." University of Connecticut, 1965. 355 pp. Source: DAI, XXVI, 11 (May, 1966), 6489. XUM Order No. 66-896.

The immediate purpose of this study is to survey and describe the services of an educational, medical and welfare nature, for the mentally subnormal in New Zealand. The descriptive sections of the study were limited in scope to the eight-month period of September, 1959, to April, 1960. The descriptive-survey method employed techniques of specific observation with the author as a participant-observer. Access to New Zealand government records helped assure a sense of balance and perspective to the direct observations.

The study indicates that early historical and geographical influences upon the development of education in New Zealand brought about a distinctly local rather than national structure. However, the strong urge for greater independence from Great Britain and an early realization that survival and prosperity demanded a high level of national planning led to increased centralized direction of New Zealand life. A national sense of security deriving from years of geographical and economic isolation evolved into a planned national welfare system.

Education was seen as a means to create and assure democratic values and a sharing in the good life. Two assumptions implicit in New Zealand education are that a uniform policy for all schools is a desirable thing and that uniformity can be achieved only when basic decisions are made by relatively few people. There may be unequal individual needs but not inequalities of social conditions.

Services for children with special needs derive not only from educational sources but also from child welfare, health, and private groups in New Zealand. Children who cannot live at home because of their own limitations or those growing out of the family structure itself are cared for in residential schools or institutions. The concept of Child Welfare as a Division of the Education Department, both in organizational structure and in philosophy of service, is unique. Child welfare and child protection are seen as educational in the broad sense rather than merely custodial.

Psychological services are located close to the sources of need in the various cities and towns and yet are accountable centrally to the Officer for Special Education in the national Department of Education; thus a better coordination of identification of children's needs with ultimate centralized direction of program planning.

The Department of Education, working through ten Education Boards, provides special classes for educable mentally subnormal children. The Department of Education's Correspondence School through its Special Section enables the mentally subnormal child living in a rural area to receive the individualized help he needs.

Trainable level mentally subnormal children are provided a strong rehabilitative milieu through organized Occupation Groups and Occupation Centers. Private and denominational schools receive the moral support of the Education Department and as circumstances permit are given a moderate degree of financial assistance.

The New Zealand Intellectually Handicapped Children's Parents' Association provides a range of community services to the mentally subnormal child and his parents through Short Stay Homes and by providing legislative leadership in the creation of further services and programs.

There remains in New Zealand a considerable imbalance between what might be termed *intramural* and *extramural* provisions for the mentally subnormal. The development of services for the non-residential training and care of educable and trainable mentally subnormal individuals is a conspicuous contemporary advance that already far outweighs institutional care in some countries.

The most glaring single problem in providing services to New Zealand's mentally subnormal population is the present inadequate level of professional specialization in mental subnormality. This problem is particularly acute in teacher training as there is no organized sequence at the University or Teacher Training College level in this area of specialization.

165. WESTERMAN, Wilfred Alan (Ed. D.). "A Plan For The Reorganization of Secondary Education in New South Wales." Teachers College, Columbia University, 1947. 409 pp. Source: Eells, p. 213; and Dissertation, pp. ii-iv.

CONTENTS

SECTION ONE: An Historical Analysis Of The Development Of Educational Administration In New South Wales, New Zealand, And The United States Of America.

CHAPTER Page

I Early Developments in Education in New South Wales. . . . 1

The development of church schools
The beginnings of a national system
Public education since 1880

II Developments in Education in New Zealand. 16

Early growth of educational institutions
The movement towards centralization
Local versus central control of education
Administration and organization of secondary education

III Educational Administration in the United States of America 58

- The academy and secondary education
- The city school systems
- State educational organization and control
- Local educational organization and control

SECTION TWO: A PLAN FOR REORGANIZATION OF EDUCATION IN NEW SOUTH WALES

Chapter Page

I Administration 84

- The advantages and disadvantages of centralization
- The possibilities of local control
- A plan for reorganization of administration

II Integration of Primary and Post-Primary Education . . . 125

- A comparative study--England, U.S.A. and New Zealand
- Bridging the gap
- An evaluation of present New South Wales procedure

III Reorganization of School Types 160

- Primary school leaving age
- Rural modern school
- Modern central school
- Senior modern central school
- Summary of school types

IV State Boarding Schools 177

- The limitations of consolidation and inequality of educational opportunity
- An analysis of New Zealand experience
- Recent English appraisement of boarding schools
- The possible role of boarding schools in New South Wales

SECTION THREE: THE CURRICULUM

Wilfred Alan Westerman

Chapter Page

I The Implications of Modern Curriculum Theory for New South Wales 210

The significance of past objectives
Provision for individual needs
An evaluation of present provision for general education in secondary schools
The limitations of subject grouping as a basis for varying curriculum offerings
The effect of public examinations on the secondary curriculum
The remedy

II Examinations 261

A comparative study of examinations
The real function of examinations
The Primary Final Examination
The Intermediate Certificate
The Leaving Certificate
A proposed re-orientation of examination theory and practice

III Some Aspects of the Course of Study 307

An analysis of various subjects in the present course of study
Suggestions for adaptation to meet people and community needs
A comparative study of theory and practice in England, the United States and New Zealand

SELECTED BIBLIOGRAPHY 383

166. WHEEN, George Alfred (Ed. D.). "The Training of Christian Youth Leaders in New South Wales, Australia: A Plan For Training of Youth Leaders in the Methodist Church in New South Wales, Australia, Based Upon An Approach To The Process Of Religious Education New To Those Who Will Participate In The Plan. This

George Alfred Wheen

Plan To Include a War-Memorial Youth Center In Sydney For Training Leaders And a Full-Time Program Developed Through District And Local Supervision." Teachers College, Columbia University, 1948. 116 pp. Source: Eells, p. 213; and Dissertation.

CONTENTS

Chapter Page

I An Analysis of the Present Leadership Situation in Australian Sunday Schools and Youth Groups . . . 1

II A Point of View and a Suggested Approach to the Process of Religious Education in Australia. 36

III A Leadership Training Curriculum 64

IV A Supervisory Field-Work Plan. 87

V Organization and Administration 97

VI Steps in Introducing This Plan 108

Selected Bibliography. 112

Appendix A

Appendix B

167. WHITE, Ruth Hilary (Ed. D.). "Planning For The Needs Of Nursing Education In New South Wales, Australia: Some Trends And Their Implications." Columbia University, 1975. 241 pp. Source: DAI, XXXVI, 3A (September, 1975), 1340-A-1341-A. XUM Order No. 75-20,239.

Important changes taking place in the education of nurses, particularly changes in authority and control, have increased the need for data in planning for the further development of nursing education. The data required for this study were a variety of trends selected according to a criterion, which have most consequence, at the present time, for the planning of an educational system.

The problem of this study was to draw implications from those trends which have consequence for the further planning of nursing education in New South Wales, and the purpose of the study was to indicate the implications of trends in needs and resources so that guidelines for further planning could be offered.

Trends in future development in the state were drawn from the literature, from departmental reports, and from the results of surveys. The selection of trends was made according to a criterion which was that they impinged upon the nursing education system. The limits of the system were defined by a professional component and an educational component. Trends were identified in the areas of state planning, health planning, and educational planning; mortality and morbidity; demography; utilization of medical and nursing manpower; manpower planning in nursing; and, finally, planning in nursing education.

The attitudes of leaders in the field of health and education to trends in nursing education were elicited by means of an interview survey. In addition, the population of nurses who have completed a university degree and those studying toward a degree were identified. A questionnaire was designed to obtain information on the professional and personal characteristics of the population.

The results extracted from the interlocking trends show that economic, industrial, health, education, and social welfare planning for the state will be characterized by geographical regionalization and administrative decentralization.

Within this context, in terms of needs to be met in nursing education, the trends point to the following:

1. A large volume of unhospitalized morbidity in the population of New South Wales.

2. An increasing emphasis on non-institutionalized care in the organization of health services.

3. The type of care and supervision needed suggests an increase of nursing skill rather than of specialized medical management.

4. An increasing need for care in the areas of geriatrics, ob-

stetrics, and pediatrics.

5. There is a decreasing availability of doctors for rural and urban services, for both primary and continuing care.

6. Consequently, there is an increasing delegation to nurses of tasks and functions previously the prerogative of doctors.

In terms of resources of personnel, the trends show:

1. An increasing ratio of general nurses to nurse aides in the nursing team.

2. An increasing pool of potential recruits among secondary school girls with higher school certificate qualifications.

3. An increasing pool of potential recruits among married women participants in the workforce.

4. An acceptance by nurses of tasks and functions previously only performed by doctors.

The principles underlying the changes in health and educational planning and the implications of trends revealed in the study were applied to nursing education as follows:

1. Relevance and responsiveness to community needs: A plan of regionalization of nursing education was proposed in which the needs outlined above could be met.

2. Responsibility and accountability in nursing education: A plan for the decentralization of nursing education consistent with the pattern operating in health and education was proposed. Recommendations were offered regarding central and regional authorities.

3. The provision of nursing education services and the evaluation of quality: An educational program with objectives, content, and curricular emphasis arising from the trends identified in the study and incorporating the requirements of nursing within higher education was proposed. Recommendations concerning the education of nurse-teachers and curriculum planning were offered.

168. WHITFORD, Richard Leslie (Ed. D.). "A Framework Of Reference For

The Determination Of Policy With Respect To The Organization

Richard Leslie Whitford

Of Education in Tasmania." Teachers College, Columbia University, 1956. 239 pp. Source: Eells, P. 213; and TCCU DIGESTS (1956), pp 710-711.

THE PROBLEM

The raising of the school compulsory attendance age in 1946 to sixteen years imposed an unprecedented strain on Tasmanis's educational resources. To meet the pressure of this enterprising development, a tripartite system of secondary education was established largely on the basis of the English model. Now, after ten years of experience, there is considerable professional and lay concern as to the desirability of this pattern. Comprehensive as opposed to tripartite organization of secondary education is being increasingly supported as a possible solution of the problem and the matter has become highly controversial. There is a very real need for a searching, objective appraisal of the issues involved to establish some valid bases for the working out of a clearly defined policy for the future development of Tasmanian secondary education. It is hoped that the present study will help to meet this need.

PROCEDURES

In general, the procedures followed the principles of foundational research. What seemed to be the basic questions raised by the social and educational aspects of the problem were specified and answers were sought in the light of the evidence available. Data for this purpose were collected from a variety of sources. An extensive literature in the field was analyzed, evaluated and interpreted. Reports and statistical information from educational organizations and authorities in England, the United States of America and Tasmania were found to be useful. Special efforts were made to gain added insight into the problem by utilizing knowledge from various disciplines such as sociology, social psychology, philosophy and history. Empirical evidence from personal experience in Tasmania and from visitations to representative school systems in the United States was freely drawn upon. Personal interviews and correspondence with teachers, administrators, educational leaders and key thinkers in several fields of study were also fruitful sources of information.

CONCLUSIONS

The study draws two main conclusions. From the social point of view it finds that although, ultimately, no one system of education appears to be intrinsically more democratic than another unless the people want it to be, the comprehensive high school seems to furnish a more desirable instrument for the expression of democratic aspirations than the segregated schools of tripartitism. From the educational point of view, it concludes that scholastic standards and the intellectual development of gifted pupils appear to be among the more significant outcomes of tripartitism but that the structural organization of comprehensiveness is not inherently detrimental to adequate realization of the intellectual objectives of education and that basically such intellectual achievement is a matter of educational philosophy and resultant school objectives and programs. Recommendations include suggestions for further research in the area and a number of proposals in connection with the creative experimentation needed to discover possible designs for an emerging and truly indigenous Tasmanian secondary school.

169. WOOLE, Helen Osbey (Ed. D.). "A Descriptive Study Of The Status Of Women Students In Continuing Education Programs In University Settings In New Zealand." George Washington University, 1979. 256 pp. Source: DAI, XL, 9A (March, 1980), 4851-A. XUM Order No. 8006502.

In spite of New Zealand's early colonial interest in adult education and pioneer action in granting women the right to vote and the availability of university-based continuing education classes offered at state expense, women were not utilizing existing opportunities.

This study sought to collect, analyze, and present data regarding adult women continuing education students in New Zealand universities: their personal and familial characteristics, educational and employment backgrounds, and sex-related attitudes toward careers and personal qualities.

Student volunteers from selected classes attending each of the New Zealand universities were asked to complete a questionnaire. Five research questions were posed and five null hypotheses were tested. Various educators, government administrators, and community leaders were interviewed. Discussion groups from rural and urban areas and on-site workshops and seminars were observed.

The following conclusions were reached:

1. Most of the students studied have a traditional orientation toward roles of women in society.

2. Assessment of attitudes showed little sex bias but these attitudes were not reflected in their past achievements nor in their projected goals.

This study recommends that the New Zealand government take an active role in matters relating to the status of women by promoting legislation, encouraging and funding research, dissemination of information, establishing counseling centres, requiring equal training and employment opportunities, and providing child care facilities.

Finally, the following suggestions are made for future study:

1. A more extensive study of adult women students be conducted which would include full-time and part-time students and both internal and extramural students as well as extension or continuing education students.

2. A study of employed women should be made to determine their career goals and their desires for training opportunities.

170. WRIGHT, Clifford John (Ed. D.). "A Philosophy And Outline For The Educational Programme Of The Australian Methodist Church." Teachers College, Columbia University, 1953. 173 pp. Source: Eells, p. 213; TCCU DIGESTS (1953), pp. 873-874; and RELIGIOUS EDUCATION, XLIX (May-June, 1954), pp. 201-202.

PURPOSES

To examine the nature of Christian education, giving special attention to the importance of basic Christian beliefs and their relation to liberal Christian educational theories.

In the light of an understanding of the nature of Christian education to examine the educational policy and practice of the Australian Methodist Church.

To suggest procedures for investigation, evaluation and planning for change, using some of the insights and techniques gained through the study of group dynamics.

To face problems demanding solution in the educational work of the Australian Methodist Church at the federal, state and local levels.

PROCEDURES

A study was made of the writings of such men as George A. Coe, Ernest Chave and Harrison S. Elliott; and of the influence of John Dewey in the liberal tradition of Christian education. The position of the liberal Christian educators was critically examined from the point of view of such post-liberal theologians as Reinhold Niebuhr and Paul Tillich. An attempt was made to develop a point of view regarding the nature of Christian education in the light of post-liberal theology and continuing valid insights of the liberal educators.

A study was made of the Australian situation and especially of the religious influences at work in the Australian culture, and the challenge to the Australian Methodist Church to make its contribution to the establishment of a Christian society in Australia.

Attention was given to ways in which the insights of group dynamics could contribute to an effective approach to change in the educational work of the Australian Methodist Church.

CONCLUSIONS

Post-liberal theology has a great contribution to make to an understanding of the nature of Christian education, but it should be in the background of educational endeavour rather than in the foreground. Theology must serve personal relationships between man and God and man and man. Experience within the fellowship of the whole church is basic to the work of Christian education, and should continue throughout the whole of life.

The educational work of the Australian Methodist Church is weakened because of an inadequate understanding of the nature of Christian education. It is too much concerned with the work of Sunday schools and youth groups, and not enough with life within the faith community for people of all ages, including adults.

The insights of group dynamics may make a significant contribution to bringing about positive change in the work of the church, and while some definite possibilities for growth in the work of the church are suggested, the main emphasis is on involving as many people and groups as possible in the church in understanding the nature of the task and in planning for change at the federal, state and local levels.

171. WYETH, Ezra Robert Harding (Ph. D.). "Some Implications of The

Ezra Robert Harding Wyeth

Queensland Proposal To Raise The School Leaving Age." University of California, Berkeley, 1948. 184 pp. Source: Eells, p. 213.

This study was designed to investigate a proposal that Queensland raise the school leaving age from fourteen to fifteen. The first part, in which the history of the proposal, the purpose, and the effects are briefly stated, provides an introduction to the second, which examines a plan prepared by the Queensland Education Department for implementing the change. This involves four issues:

a. The prediction of academic success at age of thirteen.

b. The determination of a child's interests at that age.

c. The question of meeting the needs of junior high school children by means of limited curricular offerings.

d. The determination of the optimum age for beginning to study a foreign language.

The proposal originated at the Nineteenth Session of the International Labour Conference at Geneva in 1935. A recommendation was adopted that countries represented raise their school leaving ages in order to relieve unemployment. As a result, Queensland, in 1939, prepared plans for raising the age. Since then no action has been taken, but the change will be made despite a great improvement in the unemployment situation.

The plans provide for the establishment of three-year schools for the 12-15 year group, comparable to junior high schools. In these the first year will be exploratory, after which differentiation will begin, the children being separated on the basis of interests and educational promise. It is found that there exist no reliable means of discovering individual interests with accuracy at the junior high school stage. Stated interests are characteristically impermanent. Evidence on the implied prediction of academic success shows that, with the present means of prognosis, differentiation would carry with it the certainty of the wrong classification of many children. The evidence in this and the preceding section points strongly towards the adoption of the principle of exploration rather than that of differentiation.

A proposal to introduce a foreign language at an early age receives no support from research data. These data favour withholding foreign languages until the last year of junior high school.

Ezra Robert Harding Wyeth

The psychological needs of junior high school children involve wide individual differences and asymetrical growth and development. It does not appear possible to meet them by providing a common core of subjects with a few electives, as proposed. The inadequacy of psychological needs as the only basis for curriculum building is also evident.

The weight of evidence indicates that the plan should provide for greater flexibility, local planning of curricula, increases in specialist services and personnel, and increased teacher training. Raising the leaving age by one year must be considered as only one step towards providing adequate education.

INDEX

(numbers refer to pages)

Aboriginal art, Australia, 85-87, 259

Aboriginal culture, Milingimbi, Australia, 102-104

Aboriginal Education Unit, University of Wollongong, New South Wales, Australia, 236-237

Aboriginal folktales in English, Australia, 191-192

Aborigines, assimilation of, Australia, 9-10, 15-17
See also Minorities, aborigines, Australia

Aborigines, children's art, 85-87

Aborigines, education of, Australia, 9-10, 15-17, 102-104, 109-111, 182-184, 236-237, 240-241, 241-242, 247-250, 254-255

Aborigines, education of, language of instruction, Beswick Reserve, Northern Territory, Australia, 182-184

Aborigines, preschool education, Northern Territory, Australia, 109-111

Aborigines, socioeconomic status, New South Wales, Australia, 171-173, 254-255

Aborigines, teacher education, University of Wollongong, New South Wales, Australia, 236-237

Achievement, academic, aborigines, New South Wales, Australia, 254-255

Achievement, academic, algebra, New Zealand, 32-33

Achievement, academic, and ethnicity, Italian-Australians, 190-191

Achievement, academic, Australia, 26-28, 41-43, 129-130, 190-191, 245-247, 254-255

Achievement, academic, boys' secondary education, New South Wales Australia, 129-130

Achievement, academic, elementary reading, Australia, 245-247

Achievement, academic, New Zealand, 32-33, 79-81

Achievement, academic, secondary

education, Australia, South, 26-28

Adelaide, University of, South Australia, 144-146

Administration, educational, Australia, 10, 13-15, 43-45, 55-58, 64-65, 77-78, 81-84, 91-92, 92-93, 96-97, 158, 159-160, 184-185, 197-198, 212-214, 231-233, 257-258, 267-269

Administration, educational, Colleges of Advanced Educational, Australia, 55-58

Administration, educational, elementary education, Melbourne, ustralia, 158

Administration, educational, elementary education principals, Australia, 132-133, 159-160

Administration, educational, elementary education, Tasmania, Australia, 81-84

Administration, educational, elementary education teachers, Australia, 159-160

Administration, educational, higher education, Australia, 13-15, 55-58, 77-78, 92-93, 212-214

Administration, educational, higher education, Northern Territory, Australia, 77-78

Administration, educational, higher education student participation, University of Queenland, Australia, 212-214

Administration, educational, New South Wales, Australia, 257-258, 267-269

Administration, educational, secondary education, 184-185

Administration, educational, secondary education, North Queensland, Australia, 91-92

Administration, educational, secondary education, Tasmania, Australia, 197

Administration, educational, student personnel services, Queensland, Australia, 197-198

Administration, educational, teacher education, Australia, 10

Administration, educational, elementary principals, Australia, 132-133, 159-160

Administration, educational, inservice education for, Australia, 96-97, 231-233

Admissions policy, higher education, New South Wales, Australia, 129-130

Adult creativity, Australia, 114-115

Adult education, Australia, 7-8, 13-15, 17-18, 22-24, 37-38, 55-58, 71-72, 133-134, 169-171, 173-174, 184
See also Colleges of Advanced Education, Australia

Adult education, Australia, 19th century, 184

Adult education, Collges of Advanced Education, Australia, 7-8, 13-15, 17-18, 22-24, 37-38, 55-58, 169-171, 251-254

Adult education, extension education, Australia, 71-72

Adult education, higher education, Australia, 7-8, 37-38
  See also Colleges of Advanced Education

Adult education, higher education, women, New Zealand, 274-275

Adult education, history of, Australia, 7-8

Adult education, New Zealand, 173-174, 274-275

Adult education via educational television, Australia, 133-134

Advisory Committee on the Teaching of Asian Languages and Cultures (1969), Australia, 187-189

Agriculture education, extension education, USA, 71-72

Agriculture education, secondary education, Tasmania, Australia, 149-151

Aid, state, to denominational secondary education, Queensland, Australia, 104-109

Alberta, Canada, elementary education, 81-84

Algebra teaching, secondary education, New Zealand, 32-33

Algeria, nursing education, 1-2

Argentina, children's art, 85-87

Argentina, men, status of, 41-43

Arithmetic teaching, elementary education, Australia, 130-132

Arithmetic teaching, New Zealand, 60-61

Art and artists, 53-54

Art, Australia, 36-37, 53-54, 85-87, 259

Art, children's, Australia, 85-87

Artists, Australia, 53-54

Arts education, Victoria, Australia, 36-37

Asian immigration to Australia, 187-188

Asian languages, teaching of, Australia, 33-34, 187-189

Asian students in Australian higher education, 87-88, 187-189

Asian studies, teaching of, Australia, 187-189

Assessment
  See Evaluation
    Examinations
    Testing

Assimilation of aborigines, Australia, 9-10, 15-17
  See also Culture and change, aborigines, Australia

Assimilation of aborigines, Northern Territory, Australia, 9-10

Assimilation of minorities, Australia, 9-10, 15-17, 119-120, 205-208
  See also Minorities, Australia

Assimilation of minorities, Sydney, Australia, 119-120

Associations, rural Australia, 100-102

Athletics
  See Physical education
    Sports

Attitude changes of school leaders, New South Wales, Australia, 231-233

Attitudes, higher education students, Australia, 233-236

Attitudes, social studies teachers, inquiry teaching method, USA (Ohio State University) and Australia, Western (Secondary Teachers College), 160-162

Attitudes, women students, New Zealand, 274-275

Australian Broadcasting Commission, 115-117, 225-231

Australian Broadcasting Commission and education, 225-231

Australian Council for Educational Research, 112-113

Australian libraries, influence of Carnegie Corporation of New York, 112-113

Australian Missionary College, New South Wales, Australia, 208-210

Australian Science Education Foundation, 34-36

Australian Universities Commission (1959), 225-231

Avondale School, history of, Australia, 111-112

Bailey, Victor Albert, Australian scientist (1895-), 136-137

Baptist Theological College, New South Wales, Australia, 135-136

Beer, Stafford (1926-), 64-65

Beswick Reserve, Northern Territory, Australia, aborigines elementary education, 182-184

Bias in test items, 117-119

Bigge, John Thomas (1780-1843), Queensland, Australia, 104-109

Bilingual education, aborigines, Australia, 102-104, 182-184

Bilingual education, aborigines, Beswick Reserve, Northern Territory, Australia, 182-184

Bilingual education, elementary education, Torres Strait Islands, Australia, 189-190

Biological stations, research, Australia, 121-124

Biology, population studies, history of, 136-137

Biology research and teaching, Australia and New Zealand, 121-124

Black Australians
See Aborigines, Australia

Board of National Education (1848), New South Wales, Australia, 151-155

Boarding schools, New South Wales, Australia, 267-269

Boarding schools, New Zealand, 267-269

Bourke, Governor of Australia (1831-37), 104-109

Boys' achievement, academic, secondary education, New South Wales, Australia, 129-130

Boys' education, Roman Catholic, Australia, 69-71, 174-175

Boys' risk-taking, secondary education, Australia, 220-222

Boys' education, Roman Catholic secondary education, New South Wales, Australia, 174-175

Boys' secondary education, New Zealand, 167-168

Brain hemisphere of teachers, Australia, 29-30

Brazil, higher education student attitudes, 222-224, 233-236

Brazel, nursing education, 1-2

Brisbane, Australia, aborigines in, 15-17

Britain, chemistry teaching, secondary education, 214-217

Britain, drama teaching, influence on Australia, 84-85

Britain, immigration policy, 205-208

Britain, influence on aboriginal relations, Australia, 241-242

Britain, influence on Australian education, 84-85, 104-109, 173-174, 239-240, 272-274

Britain, men, status of, 41-43

British immigrants, South Australia, 47-48

Broadcasting, Roman Catholic, Australia, 5-6
See also Media, Australia

Burnet, Sir Frank Macfarlane (1899-), Australia, 50-52

Bush country, Australian, in fiction, 2-3

Bushmen, 8-9

California community colleges compared to Colleges of Advanced Education, Australia, 169-171

California, school sports and physical education, 137-139

Campion, Edith (actress, New Zealand, fl. 1950's), 204-205

Campion, Richard (actor, New Zealand, fl. 1950's), 204-205

Canada, arithmetic teaching elementary education, 130-132

Canada, chemistry teaching, secondary education, 214-217

Canada, elementary education, social studies, 81-84

Canada, extension education, 71-72

Canada, federal role in education, 225-231

Canada, geography teaching, 250-251

Canada, higher education student attitudes, 222-224, 233-236

Canada, mathematics education, secondary education, 32-33

Canada, media, broadcasting, 115-117

Canada, men, status of, 41-43

Canada, nursing education, 1-2

Canada (Ontario), counseling and guidance, 135

Canada, women professionals, 40-41

Caning (corporal punishment), secondary school, New Zealand, 167-168

Career development, secondary school teachers, New South Wales, Australia, 113-114

Carnegie Corporation of New York, aid to Australian libraries, 112-113

Carnegie Corporation of New York, aid to New Zealand libraries, 201-204

Catholics
  See Roman Catholic...

Catskill Area Project in Small School Design, New York, USA, 124-126

Change
  See Culture and change

Chave, Ernest J. (1886-1961), 275-276

Chemistry teaching, secondary education, Australia, 20-21, 26-28

Chemistry teaching, secondary education, New Zealand, 214-217

Chemistry teaching, secondary education, USA, 20-21

Child welfare and education, New Zealand, 265-267

Children's art, Australia, 85-87

Children's literature, aboriginal folktales in English, Australia, 191-192

Children's literature, Australia, 2-3, 191-192

China, nursing education, 1-2

Chinese language teaching, Australia, 33-34

Church of England and education, 19th century, New Zealand, 155-156

Church of England in Australia, history of, 19th century, 104-109

Church-related education, Australia, 52-53, 99-100, 104-109, 111-112, 151-155, 158-159, 174-175, 208-210, 269-270, 275-276

Church-related education, New South Wales, Australia, 99-100, 104-109, 151-155, 158-159, 174-175, 208-210, 269-270

Church-related education, New Zealand, 52-53, 155-156, 198-200

Church-related schools, 19th century, New South Wales, Australia, 151-155, 158-159

Church-related teacher education, New South Wales, Australia, 208-210

Church-state relations, Queensland, Australia, 104-109

Citizenship education, New South Wales, Australia, 93-95
  See also Social studies education

Citizenship education, secondary education, New Zealand, 175-182

Clergy, Presbyterian, and religious education, New Zealand, 198-200

Coe, George Albert (1862-1951), 275-276

Colleges of Advanced Education, Australia, 7-8, 13-15, 17-18, 22-24, 37-38, 55-58, 169-171, 251-254

Colleges of Advanced Education, New South Wales, Australia, 37-38

Colombia, nursing education, 1-2

Colombo Plan and International Education Program, Australia, 87-88

Colombo Plan (for South and Southeast Asia), history of, and Australia, 87-88

Combs, Arthur Wright (1912-), Florida State University, teacher education theory, 195-196

Communication patterns, hearing impaired secondary education students, New South Wales, Australia, 218-219

Comparative and international education, adult education, 173-174

Comparative and internatinal education, arithmetic teaching, elementary education, 130-132

Comparative and international education, art education, 85-87

Comparative and international education, biological stations, research, 121-124

Comparative and international education, Canada and Australia, 1-2, 32-33, 40-41, 41-43, 71-72, 81-84, 130-132, 135, 204-205, 214-217, 222-224, 225-231, 233-236, 250-251

Comparative and international education, chemistry teaching, secondary education, 20-21, 214-217

Comparative and international education, Colombo Plan, Australia, 87-88

Comparative and international education, communication by hearing impaired secondary school students, 218-219

Comparative and international education, counseling and guidance, Canada (Ontario) and Australia (Western and New South Wales), 135

Comparative and international education, drama teaching, USA and Australia, 72-74, 84-85

Comparative and international education, elementary education, 60-61, 159-160, 237-238

Comparative and international education, elementary education, USA and New Zealand, 60-61

Comparative and international education, England and Australia, 24-26, 117-119, 173-174, 239-240, 272-274

Comparative and international education, extension education, 71-72

Comparative and international education, higher education, 92-93, 144-146, 222-224, 250-251

Comparative and international education, higher education students, 144-146, 222-224

Comparative and international education, higher education students, USA and Australia, 144-146

Comparative and international education, male status, 41-43

Comparative and international education, mathematics education, 32-33, 60-61

Comparative and international education, nursing, 1-2

Comparative and international education, philosophy of education, USA and Australia, 200-201

Comparative and international education, physical education, 127-129

Comparative and international education, reading teaching, 89-90, 245-247

Comparative and internatinal education, Roman Catholic secondary boys' education, Australia (New South Wales), Europe,and USA, 174-175

Comparative and international education, rural education, secondary education, 146-147

Comparative and international education, school councils, USA and Australia, 97-99

Comparative and international education, science education, USA and Australia, 34-36

Comparative and international education, secondary chemistry teaching, 20-21

Comparative and international education, secondary education, boys', 220-222

Comparative and international education, secondary education students, 139-142, 220-222

Comparative and international education, social studies, 58-60, 81-84, 93-95, 160-162

Comparative and international education, social studies teaching methods, USA (Ohio State University) and Australia, Western (Secondary Teachers' College), 160-162

Comparative and international education, student personnel services, USA and Australia (Queensland), 197-198

Comparative and international education, testing, USA, England, New Zealand, 117-119

Comparative and international education, USA and Australia, 22, 30-31, 34-36, 52-53, 58-60, 92-93, 93-95, 97-99, 117-119, 137-139, 160-162, 197-198, 200-201, 208-210, 237-238, 245-247, 257-258, 267-269

Comparative and international education, USA and Australia, educational administration, 267-269

Comparative and international education, USA and Australia, physical education and sports, 137-139

Comparative and international education, USA and New Zealand, 52-53, 201-204, 255-257

Comparative and international education, women professionals, 40-41

Comparative and international librarianship, USA and New Zealand, 201-204

Comprehensive secondary education, Tasmania, Australia, 272-274

Constitution of Australia on education, 225-231

Consultants, training of, Australia, 194-195

Continuing education via educational television, Australia, 133-134

Cook Islands, Rarotonga Island, New Zealand, 186-187

Coordinators, home economics, secondary education, Victoria, Australia, 142-144

Corporal punishment (caning), secondary school, New Zealand, 167-168

Correspondence education and Colombo Plan, Australia, 87-88

Council of Education (est. 1866), New South Wales, Australia, 151-155

Counseling and guidance, Australia, 10-13, 38-39, 129-130, 135, 197-198, 262-264

Counseling and guidance personnel, training of, Australia, 38-39

Counseling and guidance, Queensland, Australia, 197-198

Counseling and guidance, secondary education boys, New South Wales, Australia, 129-130

Counseling and guidance, secondary education, Victoria, Australia, 10-13

Counseling and guidance, vocational secondary education, Australia, 262-264

Counseling and guidance, Western Australia and New South Wales, Australia, 135

Creativity, adults, Australia, 114-115

Creativity and arts teaching, Victoria, Australia, 36-37

Creativity and children's art, Australia, 85-87

Creole as language of instruction, aborigines' elementary education, Northern Territory, Australia, 182-184

Cross-cultural studies, higher education student attitudes, 222-224

Cuba, nursing education, 1-2

Cultural life, history of, Sydney, Australia, 31-32

Culture and change, aborigines, Australia, 9-10, 15-17, 102-104, 109-111, 254-255, 259

Culture and change, Maoris, New Zealand, 45-47, 74-76

Culture of Australia, aborigines, 109-111

Culture of Australia, art, 53-54, 85-87, 259

Culture of Australia, risk-taking, 220-222

Curriculum, citizenship education, secondary education, New Zealand, 175-182

Curriculum, Colleges of Advanced Education, Australia, 251-254

Curriculum development, elementary education, Western Australia, 132-133

Curriculum development, secondary education, physical education, New South Wales, Australia, 147-149

Curriculum development, secondary education, Western Australia, 132-133

Curriculum, elementary education, 19-20

Curriculum, elementary social studies, Australia, 81-84

Curriculum, music, Queensland, Australia, 244-245

Curriculum, New South Wales, Australia, 135-136, 257-258, 267-269

Curriculum, rural secondary education, Tasmania, Australia, 149-151

Curriculum, science, Australia, 34-36

Curriculum, secondary education, Australia, 61-62, 63-64, 132-133, 135-136, 142-144, 147-149, 149-151, 267-269, 276-278

Curriculum, secondary education, England, 267-269

Curriculum, secondary education, home economics, Victoria, Australia, 142-144

Curriculum, secondary education, New South Wales, Australia, 267-269

Curriculum, secondary education, New Zealand, 267-269

Curriculum, secondary education, Queensland, Australia, 276-278

Curriculum, secondary education, USA, 267-269

Curriculum, social studies, Australia, 81-84, 93-95

Curriculum, theological education, New South Wales, Australia, 135-136

Dance, teaching of, Victoria, Australis, 36-37

David, Edgeworth (founder), Geology Department, University of Sydney, Australia, 224-225

Decisionmaking, Asian education and languages, Australia, 187-189

Decisionmaking, elementary and secondary education, Western Australia, 132-133, 159-160

Decisionmaking, elementary education teachers, Australia, 159-160

Decisionmaking, Queensland, University of, Australia, 212-214

Decisionmaking, science and politics, Australia, 217-218

Defense, education for, Australia, 225-231

Denmark, higher education student attitudes, 222-224, 233-236

Denmark, reading teaching, 89-90

Denominational Council (1848), New South Wales, Australia, 151-155

Department of Aboriginal and Islander Advancement, Australia, 189-190

Department of Education and Science, Australia, 225-231

Developed nations, student attitudes, 233-236

Dewey, John (1859-1952), 200-201, 275-276

Discrimination against aborigines, Australia, 240-241
See also Minorities, aborigines, Australia

Discipline, secondary school, New Zealand, 167-168

Drama, history of, Australia, 76-77

Drama, history of, New Zealand, 204-205

Drama teaching, Australia, 36-37, 72-74, 84-85

Drama teaching, secondary education, New South Wales, Australia, 72-74

Dunedin, New Zealand, 79-81

Ealing Borough, London, England, immigrant education in, 24-26

Ecology, population, 136-137

Economics teaching, instructional materials, secondary education, Australia, 193-194

Education Act, 1877, New Zealand, 155-156

Educational television, higher education, Australia, 133-134

Egypt, nursing education, 1-2

Elementary education, aborigines, Beswick Reserve, Northern Territory, Australia, 182-184

Elementary education, administration, Melbourne, Australia, 158

Elementary education, arithmetic education, Australia, 130-132

Elementary education, arithmetic education, New Zealand, 60-61

Elementary education, Australia, 28-29, 29-30, 30-31, 36-37, 43-45, 52-53, 81-84, 89-90, 93-95, 130-132, 158-159, 182-184, 189-190, 210-212, 237-238, 239-240, 240-241, 245-247

Elementary education, curriculum, 19-20

Elementary education, finance, Australia, 43-45

Elementary education, history of, Australia, 237-238

Elementary education, Maoris, New Zealand, 3-5

Elementary education, music education, New South Wales and Victoria, Australia, 239-240

Elementary education, New Zealand, 3-5, 52-53, 60-61, 89-90

Elementary education, open education, New South Wales, Australia, 210-212

Elementary education, reading, Australia, 89-90, 245-247

Elementary education, reading, New Zealand, 89-90

Elementary education, Roman Catholic, New South Wales, Australia, 19th century, 158-159

Elementary education, science education, Australia, 28-29, 30-31

Elementary education, Seventh-Day Adventist, Australia, 52-53

Elementary education, Seventh-Day Adventist, New Zealand, 52-53

Elementary education, social studies, Australia, 81-84, 93-95

Elementary education, social studies education, New South Wales, Australia, 93-95

Elementary education, teacher education for, Australia, 17-18, 208-210

Elementary education, teachers, decision making, Australia, 159-160

Elementary educaiton, Torres Strait Islands, Australia, 189-190

Elementary education, Victoria, Australia, 28-29, 30-31, 36-37, 239-240

Elementary teachers, Australia, 28-29, 29-30, 132-133, 158, 159-160, 245-247

Elliott, Harrison Sackett (1882-1951), 275-276

Employment, aborigines, Norther Territory, Australia, 9-10

England, boarding schools, 267-269

England, curriculum, secondary education, 267-269

England, education in, 1-2, 24-26, 71-72, 89-90, 117-119, 146-147, 173-174, 239-240, 267-269, 272-274
See also Britian, influence on
Australian education
United Kingdom, extension education

England, immigrant education, 24-26

England, influence on adult education, Australia, 173-174

England, influence on adult education, New Zealand, 173-174

England, influence on drama teaching, Australia, 84-85

England, influence on music education, Australia, 239-240

England, influence on secondary education, Tasmania, Australia, 272-274

England, influence on theatre, New Zealand, 204-205

England, nursing education, 1-2

England, reading teaching, 89-90, 117-119

England, rural eduacation, secondary education, 146-147

England, testing, 117-119

English as language of instruction, aborigines elementary education, Northern Territory, Australia, 182-184

Enrollment trends, Colleges of Advanced Education, Australia, 251-254

Environmental education, secondary education, Australia, 67-69

Eskimos, 8-9

Ethiopia, nursing education, 1-2

Ethnic folktales, aboriginal, Australia, 191-192

Ethnicity and academic achievement, Italian-Australians, 190-191

Ethnicity, Australia, 119-120, 190-191, 205-208, 240-241, 241-242
See also Minorities, Australia

Ethnicity, Greeks, Sydney, Australia, 119-120

Europe, arithmetic teaching, elementary education, 130-132

Europe, Eastern, women professionals, 40-41

Europe, Northern, nursing education, 1-2

Europe, Western, women professionals, 40-41

Evaluation, mathematics education, higher education, Tasmania, Australia, 260-261

Evaluation, secondary education, North Queensland, Australia, 91-92

Examinations, Austraia, 10-13, 36-37, 61-62, 91-92, 104-109, 129-130, 267-269

Examinations, New South Wales, Australia, 267-269

Examinations, New Zealand, 255-257

Extension education, Australia, 71-72, 173-174

Extension education, higher education, Australia, 173-174

Family influence, Greeks, Sydney, Australia, 119-120

Family life, aborigines, Australia, 15-17, 247-250

Federal aid to education, Australia, 104-109, 242-243
See also Finance, school, Australia

Federal influences, social studies, South Australia, 61-62

Federal role in education, Australia, 217-218, 225-231, 242-243

Fiction, children's literature, Australia, 2-3

Fifth form boys, secondary education, New South Wales, Australia, 129-130

Finance, Colleges of Advanced Education, Australia, 37-38, 55-58, 251-254

Finance, Colleges of Advanced Education, New South Wales, Australia, 37-38

Finance, higher education, Australia, 37-38, 55-58, 77-78

Finance, higher education, Northern Territory, Australia, 77-78

Finance, medical research, Australia, 50-52

Finance, school, Australia, 43-45, 104-109, 225-231, 242-243, 257-258

Finance, school, 19th century, New Zealand, 155-156

Finland, higher education students, social-psychological attributes, 233-236

Finland, secondary education students, 139-142

Fitzroy, Sir Charles Augustus

(1796-1858), 104-109

Folksongs, Australia, 58-60

Folktales, aboriginal, in English, Australia, 191-192

Foreign aid
  See International aid

Form five students, Australia, 129-130

Form three students, vocational education, Australia, 262-264

France, mathematics education, secondary education, 32-33

France, nursing education, 1-2

Free Library Movement, Australia, 112-113

Freshman students, higher education, Australia, 17-18

Gauze, Georgii Frantsevich (1910-), USSR biologist, 136-137

Geography departments, higher education, Australia, 224-225, 250-251

Geography teaching, higher education, Australia, 250-251

Geography teaching, secondary education, Australia, South, 61-62

Geological surveys, Australia, 224-225

Geology departments, higher education, Australia, 224-225

Geometry teaching, secondary education, New Zealand, 126-127

German immigrants, South Australia, 47-48

Germany, nursing education, 1-2

Ghana, higher education student attitudes, 222-224, 233-236

Ghana, nursing education, 1-2

Gipps, Sir George (1791-1847), Governor of Australia, 104-109

Governance, higher education, Australia, 13-15

Grade 10, secondary education, Australia, 67-69

Grammar Schools Acts, 1860, 1864, Queensland, Australia, 104-109

Great Britain
  See Britain
    England
    United Kingdom, extension education

Greece, nursing education, 1-2

Greeks in Sydney, Australia, 119-120

Group techniques in learning, Australia, 194-195

Guidance and counseling
  See Counseling and guidance

Hall Institute of Medical Research, Melbourne, Australia, 50-52

Haskell, S. N. (Seventh-Day Adventist, fl. 1890's), Australia, 111-112

"Hawthorne Effect" (Elton Mayo, 1880-1949), 63

Health care, New South Wales, Australia, 270-272

Hearing impaired, secondary education special education, New South Wales, Australia, 218-219

Higher education, adult education, Colleges of Advanced Education See Colleges of Advanced Education, Australia

Higher education, adult education, women, New Zealand, 274-275

Higher education and Colombo Plan, Australia, 87-88

Higher education, Australia, 7-8, 13-15, 17-18, 22-24, 31-32, 37-38, 40-41, 55-58, 64-65, 77-78, 78-79, 87-88, 92-93, 133-134, 135-136, 144-145, 157, 173-174, 212-214, 217-218, 219-220, 224-225, 233-236, 236-237, 238-239, 242-243, 250-251, 259-260, 260-261 See also Colleges of Advanced Education, Australia

Higher education, extension education, Australia, 173-174

Higher education faculty, Australia, 92-93, 219-220

Higher education faculty, Unviersity of Sydney, Australia, 219-220

Higher education, federal role, Australia, 242-243

Higher education finance, Colleges of Advanced Education, Australia See Finance, Colleges of Advanced Education, Australia

Higher education, geography teaching, Australia, 250-251

Higher education, humanities studies, Australia, 157

Higher education, landform studies (geomorphology), Australia, 224-225

Higher education, mathematics education, Tasmania, Australia, 260-261

Higher education, Maori education, New Zealand, 74-76

Higher education, New South Wales, Australia, 37-38, 259-260

Higher education, Northern Territory, Australia, 77-78

Higher education, Roman Catholic, Australia, 78-79

Higher education science and public policy, Australia, 217-218

Higher education, speech education, Australia, 238-239

Higher education student attitudes, Australia, 222-224, 233-236

Higher education, student decisionmaking, University of Queensland, Australia, 212-214

Higher education student social-psychological attributes, Australia, 233-236

Higher education students, Adelaide, South Australia, 144-146

Higher education students, New South Wales, Australia, 259-260

Higher education students, social-psychological attributes, Australia, 233-236

Higher education students, women, Australia, 22

Higher education students, women, USA, 22

Higher education, Sydney, Australia, 31-32

Higher education, teacher education, Australia
See Teacher education, Australia

Higher education, technology education, Australia, 22-24

Higher education, theological education, Australia, 135-136

Higher education via television, Australia, 133-134

Higher education, Western Australia, 64-65

Higher education, Wollongong University, New South Wales, Australia, 236-237

Higher education, women's education, Australia, 40-41

Higher education, women's education, New Zealand, 40-41

History of art, Australia, 53-54

History of Australia, 9-10, 31-32, 47-48, 104-109, 165-167, 184, 208-210, 241-242, 254-255

History of Australia, 19th century, 31-32, 104-109, 184, 208-210

History of Australia, 20th century, 9-10, 104-109, 208-210

History of biological stations, research, Australia and New Zealand, 121-124

History of creativity, 1960-1983, Australia, 114-115

History of drama, Australia, 76-77

History of education, Australia, 7-8, 13-15, 31-32, 36-37, 37-38, 61-62, 63, 71-72, 93-95, 99-100, 104-109, 111-112, 151-155, 158-159, 174-175, 184, 224-225, 225-231, 237-238, 239-240, 242-243, 250-251, 257-258, 267-269

History of education, Australia, 19th century, 31-32, 104-109, 111-112, 184, 239-240

History of education, Australia, South, 20th century, 61-62

History of education, Australia, 20th century, 36-37, 37-38, 61-62, 63, 104-109, 174-175, 225-231, 237-238, 242-243

History of education, elementary education, Australia, 237-238, 239-240

History of education, extension education, Australia, 71-72

History of education, federal role, 20th century, Australia, 225-231, 242-243

History of education, higher education, Australia, 7-8, 13-15, 37-38, 92-93, 157, 224-225, 250-251

History of education, higher education geography teaching, Australia, 250-251

History of education, music education, Australia, 239-240

History of education, New South Wales, Australia, 93-95, 99-100, 104-109, 151-155, 174-175, 239-240, 257-258, 267-269

History of education, New Zealand, 19th century, 155-156

History of education, New Zealand, 155-156, 267-269

History of education, Queensland, Australia, 104-109

History of education, Roman Catholic education, New South Wales, Australia, 99-100, 158-159, 174-175

History of education, Roman Catholic secondary boys' education, New South Wales, Australia, 20th century, 174-175

History of education, secondary education, Australia, 72-74, 174-175

History of education, Seventh-Day Adventist education, Australia, 111-112

History of education, special education, New Zealand, 265-267

History of education, Sydney, Australia, 19th century, 31-32

History of education, technology education, Australia, 22-24

History of education, USA, 267-269

History of education, Victoria, Australia, 36-37, 239-240

History of librarianship, New Zealand, 1930's, 201-204

History of libraries, Australia, 112-113

History of medical research, Australia, 50-52

History of New South Wales, Australia, 165-167, 254-255

History of New Zealand, 3-5, 45-47, 175-182, 208-210

History of New Zealand, 19th centurn, 3-5

History of nursing education, 1-2

History of South Australia, 47-48

History of sports and physical education on postage stamps, Australia, 127-129

History of theatre, New Zealand, 204-205

History teaching, Australia, 58-60, 61-62

History teaching, secondary education, Australia, South, 61-62

Home economics education, secondary education, Victoria, Australia, 142-144

Humanities (literature), study of, higher education, Australia, 157

Illinois, educational administration, 257-258

Immigrant education, England, 24-26

Immigration policy, Australia, 187-189, 205-208

Immigration policy toward Asia after 1966, Australia, 187-189

India, children's art, 85-87

India, extension education, 71-72

India, higher education student attitudes, 222-224, 233-236

India, nursing education, 1-2

Inservice education, administrators, New South Wales, Australia, 96-97, 231-233

Inservice teacher education, Australia, 81-84, 113-114

Inservice teacher education, New South Wales, Australia, 113-114

Instructional materials, arithmetic, Australia, 130-132

Instructional materials, chemistry, secondary education, New Zealand, 214-217

Instructional materials, economics teaching, secondary education, Australia, 193-194

Instructional materials, junior high school, Western Australia, 124-126

Instructional materials, music, Queensland, Australia, 244-245

Instructional materials, reading, Australia, 89-90

Instructional materials, reading, New Zealand, 89-90

Instructional materials, science education, elementary, Victoria, Australia, 30-31

Instructional materials, social studies, elementary, Tasmania, Australia, 81-84

Instructional materials, social studies, secondary, Victoria, Australia, 63-64

Instrumental music education,, Queensland, Australia, 244-245

Integration of minorities, New Zealand, 3-5
See also Minorities, Maoris, New Zealand

International aid (foreign aid) by Australia, 87-88

International Education Program, Colombo Plan, and Australia, 87-88

Iran, nursing education, 1-2

Iran, reading teaching, 89-90

Ireland, Northern, men, status of, 41-43

Ireland, Northern, Protestant-Catholic status differences, 41-43

Ireland, nursing education, 1-2

Irish Catholics in New South Wales, Australia, 99-100

Irish culture in New South Wales, Australia, 165-167

Israel, nursing education, 1-2

Israel, reading teaching, 89-90

Italian-Australians, academic achievement, Australia, 190-191

Italy, nursing education, 1-2

Japan, children's art, 85-87

Japan, mathematics education, secondary education, 32-33

Japan, nursing education, 1-2

Japan, reading teaching, 89-90

Japan, secondary education boys, risk-taking, 220-222

Japan, secondary education students, 139-142, 220-222

Job status, Australia, 48-50

Job, aborigines, Australia, 9-10

Junior high school education, Australia, Western, 124-126

Kaduna State, Nigeria, elementary education teachers, 159-160

Kellaway, Charles Halliley, M.D. (1889-1952), 50-52

Korea, higher education student attitudes, 222-224, 233-236

Kuring-gai College of Advanced Education, Australia, 55-58

Labor Party and education, Queensland, Australia, 19th century, 104-109

Landform studies (geomorphology), higher education, Australia, 224-225

Language learning, aborigines, New South Wales, Australia, 254-255

Language of instruction, aborigines, Beswick Reserve, Northern Territory, Australia, 182-184

Language of instruction, elementary education, Torres Strait Islands, Australia, 189-190

Language teaching, Chinese, Australia, 33-34, 187-189

Laws, school, New South Wales, Australia, 19th century, 151-155, 158-159

Laws, school, New Zealand, 19th century, 155-156

Laws, school, Queensland, Australia, 19th century, 104-109

Leaving age, school, Queensland, Australia, 104-109, 276-278

Leavis, F. R. (humanities scholar, fl. Australia, 1950's), 157

Lebanon, nursing education, 1-2

Librarianship, New Zealand, 201-204

Libraries, history of, Australia, 112-113

Libraries, public, Australia, 112-113

Library education, New Zealand, 201-204

Literature, children's, Australia, 2-3, 191-192

Literature, teaching of, higher education, Australia, 157

Locus of control and academic achievement, Italian-Australians, 190-191

London, England, immigrant education in, 24-26

Lotka, Alfred James (1880-1949), 136-137

Mainstreaming secondary education hearing impaired students, New South Wales, Australia, 218-219

Management training for school leaders, New South Wales, Australia, 231-233

Manpower needs, Northern Territory, Australia, 77-78

Maori education, higher education, New Zealand, 74-76

Maori education, New Zealand, 3-5, 45-47, 74-76, 186-187

Maori education, Rarotonga Island, New Zealand, 186-187

Maori people, New Zealand, 3-5, 45-47, 74-76, 186-187

Marriage, aborigines, Australia, 247-250
See also Family life, aborigines, Australia

Martin Report on higher education, Australia (1964), 37-38, 169-171

Mathematics education, higher education, Australia, 17-18, 260-261

Mathematics education, secondary education, New Zealand, 32-33, 126-127

Mayo, Elton (1880-1949), 63

Media, Australia, 5-6, 115-117, 121-124, 133-134, 225-231

Media, educational, Australia, 121-124, 133-134, 225-231

Media, educational, secondary education, Australia, 121-124

Medical research, Australia, 50-52

Melbourne, Australia, elementary education administration, 158

Melbourne, Australia, medical research in, 50-52

Melbourne, Australia, school sports and physical education, 137-139

Men, status of, Australia, 41-43

Mental health, New Zealand, 168-169

Mentally retarded, education of, Australia, 54-55

Mentally retarded, education of, New Zealand, 265-267

Methodist Church education, New South Wales, Australia, 269-270, 275-276

Metropolitan High School Sports Association, Melbourne, Australia, 137-139

Mexico, men, status of, 41-43

Mexico, nursing education, 1-2

Migrant education, Western Australia, 24-26

Migration, aborigines, Australia, 15-17

Milingimbi, Australia, aboriginal education, 102-104

Minorities, aborigines, Australia, 8-9, 9-10, 15-17, 171-173, 182-184, 236-237, 240-241, 241-242, 254-255
See also Aborigines, education of, Australia

Minorities, aborigines, New South Wales, Australia, 171-173, 254-255

Minorities, aborigines, Northern Territory, Australia, 9-10

Minorities, aborigines, teacher education, New South Wales, Australia, 236-237

Minorities, Australia, 8-9, 9-10, 15-17, 119-120, 165-167, 171-173, 182-184, 205-208, 236-237, 240-241, 241-242, 254-255,
See also specific minorities

Minorities, Greeks, Sydney, Australia, 119-120

Minorities, Irish, New South Wales, Australia, 165-167

Minorities, Maoris, New Zealand, 3-5, 45-47, 74-76, 186-187

Minorities, USA, 41-43, 205-208

Minority education, aboriginal education, Australia
See Aborigines, education of, Australia

Mission education, New Zealand, 3-5, 45-47

Mission education, Seventh-Day Adventist, 19th century, Australia, 111-112

Mobility, social, Australia, 41-43
See also Socioeconomic status, Australia

Morocco, nursing education, 1-2

Motherhood, Australia, 261-262

Mothers, working, New Zealand, 79-81

Munn and Pitt *Report* (1935) and Australian libraries, 112-113

Music education, New South Wales, Australia, 239-240

Music education, Queensland, Australia, 244-245

Music education, Victoria, Australia, 36-37, 239-240

Music, folk, Australia, 58-60

Narrabeen Center, New South Wales, Australia, 65-67

National policy toward education, Australia
See Federal role in education, Australia

National theatre, history of, New Zealand, 204-205

Nepal, reading teaching, 89-90

Netherlands, higher education students, social psychological attributes, 233-236

Netherlands, men, status of, 41-43

Netherlands, nursing education, 1-2

Netherlands, reading teaching, 89-90

New Plymouth, New Zealand, 60-61

New South Wales, Australia, aboriginal education, 236-237, 254-255

New South Wales, Australia, aboriginal teacher education at University of Wollongong, 236-237

New South Wales, Australia, aborigines' socioeconomic status, 171-173

New South Wales, Australia, attitude changes of school leaders, 231-233

New South Wales, Australia, boys' academic achievement, secondary education, 129-130

New South Wales, Australia, church related education, 99-100, 151-155, 158-159, 174-175, 208-210, 269-270

New South Wales, Australia, counseling and guidance, 135

New South Wales, Australia, drama teaching, 72-74

New South Wales, Australia, elementary education, 93-95, 158-159, 210-212, 239-240, 245-247

New South Wales, Australia, higher education, 37-38, 259-260

New South Wales, Australia, history of education, 93-95, 99-100, 104-109, 151-155, 174-175, 239-240, 257-258, 267-269

New South Wales, Australia, inservice education, administrators, 96-97, 231-233

New South Wales, Australia, inservice teacher education, 113-114

New South Wales, Australia, music education, 239-240

New South Wales, Australia, nursing education, 270-272

New South Wales, Australia, physical education, 65-67, 147-149

New South Wales, Australia, physical education curriculum, secondary education, 147-149

New South Wales, Australia, Public Schools Act (1866, 1880), 151-155, 158-159

New South Wales, Australia, reading teaching, 245-247

New South Wales, Australia, Roman Catholic education, 99-100, 158-159, 165-167, 174-175

New South Wales, Australia, secondary education, 129-130, 147-149, 218-219, 259-260, 267-269

New South Wales, Australia, secondary education, special education, hearing impaired, 218-219

New South Wales, Australia, social studies education, 93-95

New South Wales, Australia, teacher education, 65-67, 113-114, 208-210, 236-237

New South Wales, Australia, theological education, 135-136

New Zealand, achievement, academic, 32-33, 79-81

New Zealand, adult education, 173-174, 274-275

New Zealand, arithmetic teaching, elementary education, 60-61

New Zealand, biological stations and research, 121-124

New Zealand, chemistry education, secondary education, 214-217

New Zealand, church-related education, 52-53, 155-156, 198-200

New Zealand, citizenship education, secondary education, 175-182

New Zealand elementary education, 3-5, 52-53, 60-61, 89-90

New Zealand, elementary education, arithmetic teaching, 60-61

New Zealand, elementary education, reading, 89-90

New Zealand, history of education, 155-156, 267-269

New Zealand, history of education,

19th century, 155-156

New Zealand, integration, Maori education, 3-5

New Zealand librarianship, 201-204

New Zealand, Maori education, 3-5, 45-47, 74-76, 186-187

New Zealand, Maori youth, Cook Islands, 186-187

New Zealand, mathematics education, secondary education, 32-33, 126-127

New Zealand, mental health, 168-169

New Zealand, mentally retarded, special education, 265-267

New Zealand, nursing education, 1-2

New Zealand, public libraries, 201-204

New Zealand, reading teaching, 89-90

New Zealand, religious education (Presbytarian), 198-200

New Zealand, rural education, secondary education, 146-147

New Zealand, secondary education, 3-5, 32-33, 52-53, 89-90, 126-127, 146-147, 167-168, 175-182, 214-217

New Zealand, secondary school discipline, 167-168

New Zealand, Seventh-Day Adventist education, 52-53

New Zealand, testing, 117-119

New Zealand, theatre, history of, 204-205

New Zealand, women's continuing education, 274-275

New Zealand, women's studies, 40-41, 274-275

Nicholson, Alexander John (1895-1969), 136-137

Nigeria, children's art, 85-87

Nigeria, elementary education, 159-160

Nigeria, higher education students, social-psychological attributes, 233-236

Nigeria, nursing education, 1-2

Nonformal education, Maori youth, Rarotonga Island, Cook Islands, New Zealand, 186-187

North Queensland, Australia, secondary education, 91-92

North Sydney Demonstration School, Sydney, Australia, 210-212

Northern Territory, Australia, Beswick Reserve, aboriginal education, 182-184

Northern Territory, Australia, education in, 9-10, 77-78, 109-111, 182-184

Northern Territory, Australia, higher education, 77-78

Norway, reading teaching, 89-90

Nossal, Sir Gustav Joseph Victor (1931-), 50-52

Novels, children's, Australia, 2-3

Nursing education, Australia, 1-2, 270-272

Nursing education, New South Wales, Australia, 270-272

Nursing education, New Zealand, 1-2

Nursing, history of, Australia, 1-2

Nursing, history of, New Zealand, 1-2

Occupations, status of, Australia, See Job status, Australia

Ontario, Canada, counseling and guidance, 135

Open education, elementary education, New South Wales, Australia, 210-212

O'Quinn, James (1819-81)(same as James Quinn), Roman Catholic bishop, Queensland, Australia, 104-109

Pacific Union College, Angwin, Australia, 208-210

Painters, Australia, 53-54

Painting, teaching of, Victoria, Australia, 36-37

Pakeha, New Zealand, 3-5, 45-47

Papua New Guinea, teacher education, 264-265

Parent-school relations, Tasmania, Australia, 81-84

Parental influence on academic achievement, New Zealand, 79-81

Parenting by mothers, Australia, 261-262

Parkes, Sir Henry (1815-96), 151-155

Pearl, Raymond (1879-1940), 136-137

Personnel management, 63

Personnel policies, higher education faculty, Australia, 92-93

Personnel relationships, secondary education, Western Australia, 184-185

Perth, Australia, academic achievement of Italian-Australians, 190-191

Philately and physical education, Australia, 127-129

Philippines, secondary education boys' risk-taking, 220-222

Philosophy of arithmetic education, New Zealand, 60-61

Philosophy of education, Australia, 34-36, 157, 200-201

Philosophy of education, New Zealand, 60-61, 255-257

Philosophy of humanities education, higher education, Australia, 157

Philosophy of science education, Australia, 34-36

Physical education, Australia, 65-67, 127-129, 137-139, 147-149, 259-260

Physical education curriculum, secondary education, New South Wales, Australia, 147-149

Physical fitness, Australia, 225-231, 242-243

Planning, educational, Australia, 64-65

Planning, educational, teacher education, Papua New Guinea, 264-265

Play activities, adult aborigines, Australia, 8-9

Pluralism, ethnic, Australia, 205-208
See also Minorities, Australia

Polding, John Bede (1794-1877), 158-159

Politics and higher education, New South Wales, Australia, 37-38

Politics and science, Australia, 217-218

Population ecology, history of (1920-50), 136-137

Population studies and biology, Australia, 136-137

Postage stamps and sports, Australia, 127-129

Poverty, aborigines, New South Wales, Australia, 171-173, 254-255

Presbyterian religious education, New Zealand, 198-200

Preschool education, Australia, 109-111, 242-243, 261-262

Preschools, history of, Australia, 242-243

Principals, elementary, Australia, 132-133, 159-160

Principals, elementary and secondary, Western Australia, 132-133

Professional commitment of home economics supervisors, Victoria, Australia, 142-144

Protestantism and education, New Zealand, 19th century, 155-156

Psychologists, training of, Australia, 38-39

Psychology teaching, Australia, 38-39, 63

Public broadcasting, government policy toward, Australia, 115-117

Public Examination Board, influence on curriculum, Australia, 61-62

Public libraries, history of, New Zealand, 201-204

Public Schools Act (1866, 1880), New South Wales, Australia, 151-155, 158-159

Queensland, Australia, educational reports, 91-92

Queensland, Australia, higher education students, 212-214

Queensland, Australia, history of education, 104-109

Queensland, Australia, music education, 244-245

Queensland, Australia, religion and education, 104-109

Queensland, Australia, Royal Commission on Education (1874), 104-109

Queensland, Australia, school-leaving age, 276-278

Queensland, Australia, secondary education, 91-92, 104-109, 276-279

Queensland, Australia, State Education Act, 1875, 104-109

Queensland, Australia, student personnel services, 197-198

Queensland, Australia, Torres Strait Islands, elementary education, 189-190

Quinn, James (1819-81)(same as James O'Quinn), 104-109

Radio, Australia, 5-6, 115-117

Rarotonga Island, Cook Islands, New Zealand, 186-187

Readability, aboriginal folktales in English, Australia, 191-192

Reading Comprehension Test, IEA, 117-119

Reading teaching, Australia, 89-90, 245-247

Reading teaching, New Zealand, 89-90

Recreation, New South Wales, Australia, 65-67

Religion and education, Australia, 99-100, 104-109

Religious education, Australia, 69-71, 78-79, 174-175, 184, 269-270, 275-276
  See also Church-related education, Australia

Religious education, Australia, 19th century, 184

Religious education, Roman Catholic, Australia, 69-71, 78-79, 174-175

Religious education, New South Wales, Australia, 269-270

Religious education, New Zealand, 198-200
  See also Church-related education, New Zealand

Religious life, history of, Sydney, Australia, 31-32

Remedial reading, Australia, 89-90

Remedial reading, New Zealand, 89-90

Reports, educational, North Queensland, Australia, 91-92

Research policy, Australia, 217-218, 225-231

Research preference, higher education faculty, University of Sydney, Australia, 219-220

Review of School-Based Assessment in Queensland Secondary Schools, (ROSBA), 91-92

Riesman, David (1909-), 233-236

Risk-taking, secondary education boys, Australia, 220-222

Riverina College of Advanced Education, Australia, 17-18

Roman Catholic Church, broadcasting, Australia, 5-6

Roman Catholic education, Australia, 24-26, 26-28, 30-31, 69-71, 78-79, 99-104, 104-109, 158-159, 165-167, 174-175

Roman Catholic education, boys' secondary education, New South Wales, Australia, 174-175

Roman Catholic education, elementary education, Victoria, Australia, 30-31

Roman Catholic education, higher education, Australia, 78-79

Roman Catholic education, New South Wales, Australia, 99-100, 158-159, 165-167, 174-175

Roman Catholic education, New South Wales, Australia, history of elementary education, 158-159

Roman Catholic education, Queensland, 19th century, 104-109

Roman Catholic education, secondary, Australia, 69-71, 174-175

Roman Catholic education, South Australia, 26-28

Roman Catholic education, Victoria, Australia, 30-31

Roman Catholic education, Western Australia, 24-26

Roman Catholic influence on state education, New South Wales, Australia, 99-100

Roman Catholic influence on state education, New Zealand, 155-156

Roman Catholic schools and Irish immigrants, New South Wales, Australia, 165-167

Rural education, aborigines education, Australia, 241-242
See also Aborigines education, Australia

Rural education, Colleges of Advanced Education, Australia, 251-254

Rural education, Maori education, New Zealand, 3-5
See also Maori education

Rural education, secondary education, 121-124, 146-147, 149-151

Rural education, secondary education, Australia, 146-147, 149-151

Rural education, secondary education, New Zealand, 146-147

Rural education, secondary education, Tasmania, Australia, 149-151

Rural life, Australia, 100-102

Sabbatical leave policy, higher education, Australia, 92-93

St. George, New South Wales, Australia, elementary reading, 245-247

St. Kilda School, Melbourne, Australia, 111-112

Scholarship examination, postprimary, Queensland, Australia, 104-109

School councils, training of, Australia, South, 97-99

School finance, Australia, 43-45, 225-231, 242-243, 257-258

School finance, New Zealand, 155-156

School-leaving age, Queensland, Australia, 104-109, 276-278

Science and politics, Australia, 217-218

Science education, Australia, 17-18, 20-21, 26-28, 28-29, 30-31, 34-36

Science edication, elementary education, Australia, 28-29, 30-31

Science education, higher education, Australia, 17-18

Science education, secondary education, Australia, 20-21, 26-28, 63-64

Science education, secondary education, New Zealand, 214-217

Science research, federal aid for, Australia, 225-231, 242-243

Sculptors, Australia, 53-54

Secondary education, arts education, Victoria, Australia, 36-37

Secondary education, Australia, 10-13, 20-21, 26-28, 36-37, 43-45, 52-53, 61-62, 63-64, 67-69, 69-71, 72-74, 89-90, 91-92, 93-95, 113, 124-126, 129-130, 132-133, 137-139, 139-142, 142-144, 146-147, 147-149, 149-151, 160-162, 174-175, 184-185, 193-194, 197, 218-219, 220-222, 259-260, 262-264, 267-269, 272-274

Secondary education, boys' academic achievement, New South Wales, Australia, 129-130

Secondary education, boys' risk-taking, Australia, 220-222

Secondary education, chemistry teaching, New Zealand, 214-217

Secondary education, citizenship education, New Zealand, 175-182

Secondary education, counseling and guidance, Australia, 10-13

Secondary education, drama teaching, New South Wales, Australia, 72-74

Secondary education, economics teaching, instructional materials, Australia, 193-194

Secondary education, environmental education, Australia, 67-69

Secondary education, finance, Australia, 43-45

Secondary education, home economics education, Victoria, Australia, 142-144

Secondary education, Maoris, New Zealand, 3-5

Secondary education, mathematics education, New Zealand, 32-33, 126-127

Secondary education, New South Wales, Australia, 129-130, 147-149, 218-219, 259-260, 267-269

Secondary education, New Zealand, 3-5, 32-33, 52-53, 89-90, 126-127, 167-168, 175-182, 214-217

Secondary education, North Queensland, Australia, 91-92

Secondary education, physical education curriculum, New South Wales, Australia, 147-149

Secondary education, physical education, Melbourne, Australia, 137-139

Secondary education, Queensland, Australia, 91-92, 104-109, 276-278

Secondary education, reading, Australia, 89-90

Secondary education, reading, New Zealand, 89-90

Secondary education, Roman Catholic, Australia, 69-71, 174-175

Secondary education, Roman Catholic, New South Wales, Australia, 174-175

Secondary education, rural education, Australia, 146-147, 149-151

Secondary education, rural education, New Zealand, 146-147

Secondary education, rural education, Tasmania, Australia, 149-151

Secondary education, school discipline, Christchurch, New Zealand, 167-168

Secondary education, science education, Australia, 20-21, 26-28, 63-64

Secondary education, Seventh Day Adventist, Australia, 52-53

Secondary education, Seventh-Day Adventist, New Zealand, 52-53

Secondary education, social studies, Australia, 63-64, 93-95, 160-162

Secondary education, special education, New South Wales, Australia, 218-219

Secondary education students, self concept, Australia, 139-142

Secondary education, Tasmania, Australia, 149-151, 197, 272-274

Secondary education, teacher education, New South Wales, Australia, 113-114

Secondary education teachers, Western Australia, 132-133, 184-185

Secondary education, Victoria, Australia, 10-13, 63-64, 142-144

Secondary education, vocational counseling, Australia, 262-264

Secondary Teachers College, Western Australia, 160-162

Select Committee on Education (1840's), New South Wales, Australia, 151-155

Self concept, secondary education students, Australia, 139-142

Seventh-Day Adventist education, Australia, 52-53, 111-112

Seventh-Day Adventist education, history of, Australia, 111-112

Seventh-Day Adventist education, New Zealand, 52-53

Sex differences, higher education students, USA and Australia, 144-146

Sex differences, physical activity, New South Wales, Australia, 259-260

Sex differences, reading, Australia, 89-90

Sex differences, reading, New Zealand, 89-90

Sex differences, secondary education, Australia, 67-69

Sex differences, teacher education, Australia, 17-18

Sex discrimination, higher education faculty, Australia, 92-93

Sex roles, Australia, 261-262

Sex roles, New Zealand, 79-81, 274-275

Sex stereotypes, Australia, 40-41

Sex stereotypes, New Zealand, 40-41

Social class comparison, Australia, Australia and USA, 162-165

Social classes, South Australia, 47-48

Social Education Materials Project (SEMP), Australia, 63-64

Social life, rural Australia, 100-102

Social studies education, Australia, 58-60, 61-62, 63-64, 81-84, 93-95, 160-162

Social studies, secondary education, Australia, 160-162

Socioeconomic status, aborigines, New South Wales, Australia, 171-173, 254-255

Socioeconomic status, Australia, 41-43, 47-48, 48-50, 100-102, 162-165, 171-173, 254-255

Socioeconomic status, Maori, New Zealand, 74-76

Socioeconomic status, rural Australia, 100-102

Socioeconomic status, South Australia, 47-48

Sociology, industrial, 63

Sociology of art, Australia, 53-54

Sociology of education, secondary education, Western Australia, 184-185

South Africa, Republic of, extension education, 71-72

South Africa, Republic of, higher education student attitudes, 222-224

South Africa, Republic of, nursing education, 1-2

South Australia, chemistry education, secondary, 26-28

South Australia, history of, 47-48

South Australia, history of education, 61-62

South Australia, school councils, 97-99

South Australia, science education, secondary, 26-28

South Australia, secondary education, 26-28, 61-62

South Australia, social studies education, secondary, 61-62

South Australia, sports in, 47-48

South Australia, teacher education, 15

Special education, Australia, 54-55, 89-90, 218-219

Special education, hearing-impaired students, Australia, 218-219

Special education, mentally retarded, Australia, 54-55

Special education, New Zealand, 265-267

Special education, reading teaching, Australia, 89-90

Special education, reading teaching, New Zealand, 89-90

Special education, secondary education, hearing impaired students, New South Wales, Australia, 218-219

Speech education, higher education, Australia, 238-239

Sports and philately, Australia, 127-129

Sports, Australia, 47-48, 65-67, 100-102, 127-129, 137-139

Sports, rural Australia, 100-102

Sports, school, Melbourne and Victoria, Australia, 137-139

Sri Lanka, higher education students, social-psychological attributes, 233-236

Staff development, secondary teachers, New South Wales, Australia, 113-114

Stamps and physical education, Australia, 127-129

State Aid Discontinuance Act. Queensland, Australia, (1860), 104-109

State aid to denominational secondard education, Queensland, Australia, 104-109

State Education Act (1875), Queensland, Australia, 104-109

State Teachers College, South Australia, 15

Statistics, school, Victoria, Australia, 10-13

Student decisionmaking, higher education, Queensland, Australia, 212-214

Student personnel services, Australia, 10-13, 197-198

Students, elementary reading, New South Wales, Australia, 245-247

Students, higher education See Higher education students

Sunday school, Methodist Church, New South Wales, Australia, 269-270

Supervision of education, New South Wales, Australia, 257-258

Supervisors, home economics, secondary education, Victoria, Australia, 142-144

Sweden, higher education students, social-psychological attributes, 233-236

Sweden, reading teaching, 89-90

Sweden, secondary education students, 139-142

Switzerland, reading teaching, 89-90

Sydney, Australia, elementary education, open education, 210-212

Sydney, Australia, Greek ethnicity in, 119-120

Sydney, Australia, history of, 19th century, 31-32

Sydney, Australia, Methodist Church education, 269-270

Sydney, Australia, mothers, 261-262

Sydney, University of, Australia, 7-8, 31-32, 219-220, 224-225

Taiwan, nursing education, 1-2

Tasmania, Australia, elementary education, 81-84

Tasmania, Australia, higher education, mathematics education, 260-261

Tasmania, Australia, secondary education, 149-151, 197, 272-274

Tasmania, Australia, University of, mathematics education, 260-261

Tatura community, Victoria, Australia, 100-102

Taxation, Australia, 43-45, 225-231

Taylor, Thomas Griffith (1880-1951), 250-251

Te Aute College, New Zealand, 3-5

Teacher attitudes, Australia, 160-162

Teacher education, aboriginal, University of Wollongong, New South Wales, Australia, 236-237

Teacher education, Australia, 10, 15, 17-18, 28-29, 43-45, 65-67, 72-74, 81-84, 84-85, 89-90, 102-104, 142-144, 160-162, 195-196, 208-210, 225-231, 236-237, 239-240, 244-245

Teacher education finance, Australia, 43-45

Teacher education for aboriginal education, Australia, 102-104

Teacher education for drama teaching, Australia, 72-74, 84-85

Teacher education for elementary education, Australia, 17-18, 208-210

Teacher education for home economics education, Australia, 142-144

Teacher education for music education, Australia, 239-240, 244-245

Teacher education for reading teaching, Australia, 89-90

Teacher education for reading teaching, New Zealand, 89-90

Teacher education for science education, elementary, Australia, 28-29

Teacher education for secondary education, Australia, 113-114, 160-162

Teacher education, inservice, Australia, 81-84, 113-114

Teacher education, Papua New Guinea, 264-265

Teacher education, physical education, New South Wales, Australia, 65-67

Teacher education students, Western Australia, 160-162

Teacher-parent relationships, secondary education, Western Australia, 184-185

Teacher-pupil relationships, secondary education, Western Australia, 184-185

Teacher-superintendent relationships, secondary education, Western Australia, 184-185

Teachers, chemistry, secondary education, South Australia, 26-28

Teachers, elementary education,

Australia, 28-29, 29-30, 132-133, 158, 159-160, 245-247

Teachers, elementary education, Melbourne, Australia, 158

Teachers, elementary education, reading, Australia, 245-247

Teachers, elementary education, science education, 28-29

Teachers, home economics, secondary education, Victoria, Australia, 142-144

Teachers, mathematics, New Zealand, 32-33

Teachers, New Zealand, 32-33, 52-53, 255-257

Teachers, physical education, secondary educaiton, New South Wales, Australia, 147-149

Teachers, preschool, aboriginal, Northern Territory, Australia, 109-111

Teachers, preschool, Northern Territory, Australia, 109-111

Teachers, secondary education, Australia, 26-28, 91-92, 113-114, 121-124, 132-133, 133-134, 142-144, 147-149

Teachers, secondary education, inservice education, New South Wales, Australia, 113-114

Teachers, secondary education, North Queensland, Australia, 91-92

Teachers, secondary education, Western Australia, 121-124, 132-133

Teachers, Seventh-Day Adventist, Australia, 52-53

Teachers, Seventh-Day Adventist, ew Zealand, 52-53

Teachers, s tatus of, New South Wales, Australia, 257-258

Teaching methods, arithmetic, elementary education, Australia, 130-132

Teaching methods, chemistry, secondary education, 26-28

Teaching methods, Chinese language, 33-34

Teaching methods, elementary education, Australia, 130-132, 210-212, 239-240

Teaching methods, higher education, Australia, 7-8, 17-18, 260-261

Teaching methods, mathematics education, higher education, Australia, 260-261

Teaching methods, mathematics education, secondary education, New Zealand, 126-127

Teaching methods, mentally retarded, Australia, 54-55

Teaching methods, music education, Australia, 239-240

Teaching methods, reading, Australia, 89-90

Teaching methods, reading, New Zealand, 89-90

Teaching methods, secondary education, 160-162

Teaching methods, social studies, USA, 58-60, 160-162

Teaching preference, higher education, faculty, University of Sydney, Australia, 219-220

Teaneck, NJ, 60-61

Technical cooperation. Colombo Plan, Australia, 87-88

Technical education, federal aid to, Australia, 242-243

Technology education, higher education, Australia, 22-24

Technology education, history of, Australia, 22-24

Television and higher education, Australia, 133-134

Television, Australia, 5-6, 115-117, 133-134

Tertiary education
See Higher Education

Tertiary Education Commission, Australia, 77-78

Testing, New Zealand, 117-119

Testing, secondary education, Australia, 10-13, 129-130
See also Examinations, Australia

Textbooks, arithmetic, elementary education, Australia, 130-132

Textbooks, chemistry, secondary education, New Zealand, 214-217

Textbooks, social studies, elementary, Australia, 81-84

Theatre, history of, New Zealand, 204-205

Theological education, New South Wales, Australia, 135-136

Third form students, Australia, 262-264

Third grade teachers, Australia, 29-30
See also Elementary teachers, Australia

Tois people, New Zealand, 3-5

Toongabbie Primary School, New South Wales, Australia, 210-212

Toronto, University of, geography education, 250-251

Torrance Tests of Creative Thinking, Australia, 114-115

Torres Strait Islands, elementary education, 189-190

Traditional education, aborigines, Australia, 247-250

Trinidad-Tobago, rural education, secondary education, 146-147

Tufnell, Edward Wyndham (1814-96), Anglican bishop, Brisbane, Australia, 104-109

USSR, nursing education, 1-2

United Kingdom, extension education, 71-72

USA, arithmetic teaching, elementary education, 130-132

USA, chemistry teaching, secondary education, 20-21, 214-217

USA, children's art, 85-87

USA, drama education, 72-74, 84-85

USA, educational administration, 257-258, 267-269

USA, educational administration, secondary education, 267-269

USA, elementary education, 30-31, 60-61, 237-238, 245-247

USA, elementary education, arithmetic education, 60-61

USA, elementary education, science education, 30-31

USA, extension education, 71-72

USA, federal role in education, 225-231

USA, geography teaching, 250-251

USA, higher education, 92-93, 169-171, 250-251

USA, higher education, California community colleges, 169-171

USA, higher education student attitudes, 222-224, 233-236

USA, higher education students, 144-146, 222-224, 233-236

USA, history of education, 237-238

USA immigration policy, 205-208

USA influence on Colleges of Advanced Education, Australia, 169-171

USA, influence on group techniques in learning, Australia, 194-195

USA, influence on higher education, Australia, 77-78, 169-171

USA influence on librarianship, New Zealand, 201-204

USA influence on libraries, Australia, 112-113

USA influence on New Zealand education, 155-156

USA influence on Queensland, Australia, education, 104-109

USA influence on rural education, Australia, 121-124

USA influence on science education, Australia, 34-36

USA influence on student personnel services, Queensland, Australia, 197-198

USA influence on teacher education, Australia, 195-196, 208-210

USA inservice education, administrators, 96-97

USA librarianship, 201-204

USA mathematics education, secondary education, 32-33

USA, minorities, 41-43

USA, nursing education, 1-2

USA, philanthropy and Australian libraries, 112-113

USA, philosophy of education, 200-201

USA, play activities of children, 8-9

USA, reading teaching, 245-247

USA, rural education, 121-124, 146-147

USA, rural life, 100-102

USA, school councils, training of, 97-99

USA, science education, 34-36

USA, science education, elementary, 30-31

USA secondary education, chemistry teaching, 20-21, 214-217

USA secondary education, social studies teachers, inquiry teaching method, 160-162

USA, secondary education students, 139-142

USA, social studies education, 58-60, 93-95, 160-162

USA, socioeconomic status and social classes, 162-165

USA, sociology, 63

USA, student personnel services, 197-198

USA, teachers, 255-257

USA, testing, 117-119

USA, women's education, 22, 40-41

Urbantown, Victoria, Australia, elementary education in, 30-31

Values, religious, Roman Catholic, Australia, 69-71, 78-79

Veddahs, 8-9

Victoria, Australia, elementary education, 28-29, 30-31, 36-37, 239-240

Victoria, Australia, history of education, 36-37, 239-240

Victoria, Australia, home economics education, secondary education, 142-144

Victoria, Australia, instructional materials, social studies, 63-64

Victoria, Australia, music education, 36-37, 239-240

Victoria, Australia, rural life, 100-102

Victoria, Australia, secondary education, 10-13, 63-64, 142-144

Victoria, Australia, school sports and physical education, 137-139

Victoria, Australia, social studies, secondary education, 63-64

Vocational counseling and guidance, secondary education, Australia, 262-264
See also Counseling and guidance, Australia

Volterra, Vito (1860-1940), 136-137

Walter and Eliza Hall Institute of Medical Research, Melbourne, Australia, history of, 50-52

Warrawong Elementary School, Australia, 19-20

Western Australia, counseling and guidance, 135

Western Australia, elementary and secondary teachers, 132-133

Western Australia Institute of Technology, 22-24

Western Australia, Roman Catholic education, 24-26

Western Australia, secondary education, rural, 124-126

Western Australia, secondary education, science education, 20-21

Western Australia, social studies education, 160-162

Western Australia, teacher education, 195-196

White, Ellen Gould (Harmon)(1827-1915), Australia, 111-112

White, W. C. (1854-1937), Australia, 111-112

Williams Report, higher education, Northern Territory, Australia, 77-78

Williamson, David Keith (1942-), Australian dramatist, 76-77

Wollongong, University of, teacher education, aboriginal, New South Wales, Australia, 236-237

Women, professional, Australia, 40-41

Women, professional, New Zealand, 40-41

Women, role of, Australia, 261-262

Women, status of, Australia, 9-10, 40-41

Women, status of, New Zealand, 40-41, 274-275

Women, status of, Northern Territory, Australia, 9-10

Women's education, Australia, 1-2, 22, 40-41, 142-144, 270-272

Women's education, continuing education, New Zealand, 274-275

Women's education, higher education, New Zealand, 274-275

Women's education, New Zealand, 1-2, 40-41, 274-275

Women's education, nursing education, New South Wales, Australia, 270-272

Women's education, USA, 22, 40-41

Workers' Educational Association, Australia and New Zealand, 173-174

World War I, educational impact of, Australia, 225-231

World War I veterans, education aid for, Australia, 242-243

World War II, educational impact of, Australia, 242-243

Yahgans, 8-9

Yiwara (aborigines), children's art, Australia, 85-87

Young, Gordon (fl. 1938-68), 65-67

Yugoslavia, higher education student attitudes, 222-224, 233-236

Zimbabwe, nursing education, 1-2